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ABSTRACT

In 1974 the Syracuse University Research Corporation developed the Regional Learning Service (RLS) to provide a free-standing, community-based educational and career information and counseling agency. RLS disaffiliated from the parent body in 1979 and turned to client fees, contracts, and contributions for a financial base. Clients' characteristics have changed over time, but have included a wide variety; most have been at turning points in their lives. The primary criterion for selection of part-time counselors, called learning consultants, has been personality characteristics. RLS has extended its services from one-to-one counseling services to experiments in group services and new initiatives--development of workshop packages, dissemination to business and industry, and expansion of educational and vocational testing services. Two evaluation studies have been conducted by RLS. Results of the second evaluation showed that the clientele continued to include a diversity of ages, backgrounds, and situations. More persons were referred by friends, relatives, and other community organizations. Clients took definite education or career action and made positive comments about RLS. Followup telephone surveys indicated clients visited RLS for career counseling and had higher employment rates. (Instruments, data tables, and client case studies are appended.) (YLB)

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The Regional Learning Service

AN EXPERIMENT IN FREEING UP LIVES

By Jean B. Kordalewski

CE 036 818

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This monograph was made possible by a grant from the W.K. Kellogg Foundation which funded a major portion of the development work of the Regional Learning Service (RLS). The support of the Foundation, particularly as manifested by the advice, encouragement and good humor of Arlon E. Elser, Program Director, enabled RLS to test new ways of serving adult learners and to move towards self-sufficiency.

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December 1982

Written in memory of

Stephen K. Bailey (1916-1982),

the father of it all.

"It is not the beginning of any great matter, but the continuing of the same until it is thoroughly finished which yieldeth the true glory."

Sir Francis Drake
at the Battle of Cadiz

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FOREWORD

The story of the Regional Learning Service in Syracuse, New York is worth telling and hearing. It contains excitement for the participants and relevance for listeners across the land.

Excitement was stimulated by creating an entirely new human services agency as devoted to the growth of its staff as to the growth of its clientele. Participatory structures and processes for making decisions, assigning tasks, setting salaries and even selecting new personnel were designed and repeatedly refined to make the internal life and style of the agency coherent with the aim of empowering its clients. For those of us who shared in the RLS story, it was an opportunity to participate in the liberating educational innovations of the 1970's and to make those new alternatives comprehensible and accessible to searching adults. We were heartened and sometimes awed to observe individuals overcome high-level self-doubts and long-term social disadvantages, to take charge of their lives and responsibility for their learning and earning. They generally expressed warm appreciation for the interest, information and intervention of their learning consultants.

The RLS story appears to have relevance to many people providing adults with information and counseling for their educational and occupational planning. In the 1970's there was a rapid growth in the number of brokering-type services helping people make informed and considered matches between their needs and their options. They have sprung up in community agencies, ethnic organizations, consortia of colleges and individual institutions. By the end of the decade the National Center for Educational Brokering could identify 465 that met its criteria of impartial and comprehensive services. People from a number of them visited RLS, as an early demon-

stration of off-campus outreach services, and incorporated some of its features and nomenclature in their programs. RLS has gone through a number of evolutionary stages as its story reveals, and newer services will no doubt face similar pressures and options for change. The RLS staff has been particularly resourceful in discovering and experimenting using diverse financial resources. By patient persistence and flexible frugality, the challenge of covering costs has been met successfully for nearly a decade.

Francis U. Macy
October 1982

ACKNOWLEDGMENTS

Every person who has been part of the RLS story has contributed in some measure to its telling. The list is far too long to name each one individually, but a collective thank-you is surely in order. Such a thank-you goes to the clients of RLS, the RLS learning consultants and other staff members, and a host of professional colleagues and community representatives who have made an idea a reality.

Special thanks go to those who helped with the creation of this monograph: to Judith Alamprese for consultation from conception to birth; to Susan Baillie for research assistance, particularly in supervising the telephone surveys and in compiling, processing and tabulating evaluation data; to Pei Lin Huang for the work of coding questionnaire responses and conducting telephone surveys; and to Peggy Van Arnam for participation in outlining the shape and substance.

Finally, thanks go to those who helped with the text itself: to Barbara Flynn and Francis Macy for reading the first draft and making valuable suggestions; to Virginia Miller for typing the copy with skill, insight and enthusiasm; and to Dorothea Nelson for editing and proofreading with sympathetic and meticulous attention and for giving of herself to something she cares about at every step of the way.

J.B.K.

I

INTRODUCTION

In January of 1974 the Regional Learning Service of Central New York embarked on what Stephen K. Bailey called "an experiment in freeing up people's lives."[1] Dr. Bailey, then Chairman of the Policy Institute of the Syracuse University Research Corporation and a member of the New York State Board of Regents, was the moving force behind the creation of a new service for adult learners -- a service which recognized the increasing desire among adults of all ages for more education and more satisfying careers, and which also recognized the confusion inherent in a growing variety of options. If more people could be helped to make more informed choices, the result might indeed be not only more freed-up lives but also a more freed-up citizenry.

Numerous studies were conducted in the early 1970's to determine the interests and needs of adult learners. K. Patricia Cross, Distinguished Research Scientist at the Educational Testing Service, has analyzed and summarized many of the results. The motives for learning were found to be mostly pragmatic: to change or advance in a job, achieve personal satisfaction, gain new knowledge, acquire a credential, socialize with others or become a better citizen. The needs were for more flexible, adult-oriented programs and for more adequate information and counseling services.[2] Non-traditional studies, offering credit by examination or some other assessment mechanism, were opening up new possibilities for independent learners.

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[1]Stephen K. Bailey, "RLS and the Human Condition," Address at the Opening Ceremonies of the Regional Learning Service, February 12, 1974.

[2]K. Patricia Cross, "Adult Learners: Characteristics, Needs, and Interests," in *Lifelong Learning in America*, Richard E. Peterson and Associates (San Francisco: Jossey-Bass, 1979), pp. 75-141.

Their emergence allowed more choices and, at the same time, increased the need for guidance. There were a rich variety of learning resources across the land and millions of potential users. But ways to connect the two were often missing.

The idea in Central New York, then, was to design, develop and demonstrate a national model that would make this connection. Taking into account the potential and the problems of a rapidly burgeoning movement, the model would provide the missing link between adult learners and a wide array of learning options. It would test ways to serve an intermediary or -- as Steve Bailey called it, "brokering" -- function. The model of educational brokering would benefit policy makers and program planners throughout the country as well as adult residents of the Central New York area.

Syracuse, New York was an ideal setting for the proposed experiment. Because of its balanced demographic profile, the city had often been chosen as a social action laboratory. Its own county and the four surrounding ones included special population groups typical of suburban areas, rural areas and small cities. Within the five counties there were 15 public or private, two-year or four-year colleges and universities -- as well as a full range of secondary and proprietary schools. In addition, Syracuse boasted several major industrial corporations, a substantial number of small businesses and industries, art and history museums, a symphony orchestra, a repertory theater, an extensive library system and a host of community agencies. The Syracuse University Research Corporation already had ties with the educational, industrial and governmental sectors. In short, the pieces for the undertaking were already in place.

The concept took shape as a free-standing, community-based educational and career information and counseling agency. The aim of the agency was to marshall a unique combination of counseling, facilitating and assessing functions that would be available to all adults regardless of affiliation. It

hoped, thereby, to become a supportive go-between for inquiring learners. The new agency was baptized the Regional Learning Service and called "RLS" for short; later, it would be referred to as the "flagship" of educational brokering agencies.

Over eight years have passed since the official launching of RLS. During those years, RLS has served as a model for hundreds of local programs throughout the country and for federal and state programs as well. In Syracuse and Central New York, it has helped over 32,000 adults pursue their educational and career goals. Organizationally, it has changed from a funded project of a research corporation to an independently incorporated not-for-profit entity. Its mission today is to secure a future for the services which have been proven so valuable.

In 1977 the Regional Learning Service published an evaluation study called *Impacts of Services*. That monograph described the experiences of RLS clients during the first three years of service. It provided useful information about client characteristics, service outcomes and future programming.

One part of this new monograph is a second evaluation study. Picking up where the first one left off, it describes the experiences of RLS clients during the next four years of service. It contains a follow-up study of earlier clients and notes certain changes over time.

Another part of this monograph is a description of an organization in motion. The description traces the evolution of RLS from inspiration to independence. There is a section on services and service delivery, and another section on new initiatives. Finally, there is a discussion of lessons learned and of implications for the future.

The story which follows is the story of a grand adventure in learning. In many ways, it is the story of a decade of promise and progress. It is hoped that, in another decade, it will serve as a story of the possible.

II

RLS EVOLUTION

The RLS adventure began with general enthusiasm and generous funding. College presidents and professors, school superintendents and teachers, mayors and other elected officials, business executives, labor union chiefs, directors of cultural institutions and social service agencies, community leaders, the New York State Commissioner of Education, the Chancellor of the State University, and adult learners themselves -- all were consulted and all were in agreement with the basic purpose of RLS. There was a widely recognized need for some kind of support service that would help to link the growing number of would-be adult learners with the growing number of learning opportunities. The Ford Foundation funded a feasibility study in 1971, and the U.S. Office of Education funded the initial design work in 1972. The grants were awarded to the Syracuse University Research Corporation, a not-for-profit research and development think-tank.

Design Phase

The designers of the new service were guided by a few fundamental premises. First, the service should be available and accessible to all adults, regardless of age, sex, race, educational achievement, income level or social status; eligibility, cost, time, location and staffing should be determined with this point in mind. The focus should be on the needs of individuals, not of institutions; the service should function, therefore, from a position of neutrality, not institutional allegiance. Because the needs of individuals vary in their simplicity or complexity, the service should be able to provide information, referral, assessment, counseling, and advocacy in whatever combinations required. As a linking mechanism within the community, the service should develop contacts with the uni-

verse of educational providers, businesses, industries and other service agencies. Finally, the new service should acknowledge that adults considering educational and career choices are usually self-directed and capable of making changes; it should aim, then, to promote empowerment, not dependency.

By early 1973, a service based on the above premises had been sufficiently designed to acquire a name. Already located in separate quarters, the research corporation's Regional Learning Service of Central New York now began to assume its own identity. The notion of a community-based information and counseling service for adult learners was moving towards reality.

The designers next turned their attention to developing the means to provide these services. They built an information base, formed a referral network and adopted a modus operandi. They made two decisions of great significance at this point: one was to employ part-time paraprofessionals, called learning consultants, as counselors; the other was to engage the entire staff in the growth and development of the organization. Both decisions were made to enrich the quality of the counseling and the quality of organizational life.

More will be said in Chapter III about RLS clients, services and staff -- including the selection, recruitment and functions of the learning consultants. The initial design work reached its climax during four months of intensive pre-service staff training funded by the Carnegie Corporation. By January of 1974, the new organization was ready to try its wings.

Implementation Phase

An aura of excitement and anticipation prevailed as the first clients came to the Regional Learning Service. An extensive outreach campaign, proclaiming "we'll help you find out what you need to know" attracted individuals in steady, if not large, numbers. These first clients confirmed immediately that the RLS design was on the mark. The three-year period from January 1974 through early 1977 was spent developing and

refining the basic services, establishing community contacts, increasing the capabilities of learning consultants through a regular in-service training program, attending to the growth of the organization, and reaching out to a wide variety of potential clients. The experience with clients helped to shape the service, and the sharing of experiences and skills within the network of learning consultants enhanced its effectiveness. Funding during this time, from the Fund for the Improvement of Postsecondary Education (of the Department of Health, Education and Welfare) and again from the Carnegie Corporation, was adequate to support this major contribution to the educational brokering movement.

Transition Phase

By the beginning of 1977, there was no question that the RLS idea had taken hold. It had become a model for other educational brokering services, for the federal Education Information Centers program, and a founding member of the National Center for Educational Brokering. It had served over 8,500 clients in the Central New York area. It had begun to generate some income from client fees and from contracts with local businesses and agencies. It had not yet, however, found a base of regular and sufficient public support. Nor had it exhausted the possibilities of further program development.

RLS now entered a period of transition. The Carnegie Corporation provided another year-and-a-half of support for this period, and the Kellogg Foundation awarded a three-year grant to develop new services and work towards self-sufficiency. The Fund for the Improvement of Postsecondary Education awarded a small one-year grant to conduct a Collaborative Effort in Institutional Change with Syracuse University and Onondaga Community College.

The first director of RLS, Francis U. Macy, and the associate director, Donn F. Vickers, left to continue their work with the National Center for Educational Brokering and to pursue new interests. The directorship was passed to Jean Kordalewski,

one of the original learning consultants, who appointed four of the part-time counselors to function with her as a leadership team. The team's overriding concern was the future. In addition to overseeing the continuing revision of basic services, the piloting of new services for urban clerical workers and rural women, and the project for institutional change, they examined numerous possibilities of governance and funding. By 1979, it had become clear that the future of RLS as a community-based agency could not best be served under the umbrella of a research corporation. Accordingly, with the encouragement of its funders and the concurrence of the Syracuse Research Corporation (SRC)[1], RLS disaffiliated from the parent body and became established as an independent corporation. It began to do business as the Regional Learning Service, Incorporated on July 1, 1979.

Independence

There was one year of Kellogg funding left when RLS disaffiliated from SRC. This would be the ballast for the independent organization as it strove to build a new configuration of continuing support. The Foundation was willing to extend the length of its grant as the agency progressed towards its goal; Kellogg's flexibility in this regard was invaluable.

Finances were the top priority for the new Board of Directors and administration. Now solely responsible for the management of funds, they set up their own accounting system. They began immediately the task of generating enough annual income to support basic operating expenses. They saw this coming from a combination of sources including client fees, contracts, contributions, and -- it was hoped -- the United Way, the County Legislature and the State Education Department.

Considerable progress has been made. During the first year of independence, RLS received contributions from three major

[1]The Syracuse University Research Corporation had separated from the University in 1976 and become the Syracuse Research Corporation.

local foundations as well as from a few businesses and individuals. The organization was accepted by the United Way as a member agency. It was chosen as one of six pilot sites in the New York State Education Information Centers program. It adopted a graduated fee scale to replace the former flat fee, and it had the good fortune to secure a substantial contract with the Veterans Administration. This early success is what made it possible to stretch the Kellogg grant beyond its original termination date.

The RLS operating budget is a lean one. It is kept that way primarily because of an economical staffing arrangement. All employees except the director and administrative assistant work part-time. Learning consultants work irregular hours according to the client load and to contract or project requirements. In addition, job information volunteers in the community and a corps of volunteers in the RLS Resource Center contribute many hours of unpaid time.

In spite of its successes to date and its lean budget, RLS is still dependent on soft money from developmental grants. The average income from client fees is $35; it covers only 28 percent of an individual consulting contract. Total income from fees covers about 12 percent of the basic budget. Fees from workshops and contracts pay for direct costs and contribute to RLS overhead as well, but the amount is a small portion (about 6 percent) of operating costs. Support from the United Way and contributions from businesses and individuals account for another 43 percent of the budget. The remaining income still comes from soft money sources.

If RLS could acquire annual support from Onondaga County and the New York State Education Department, it might well have the kind of operating base it needs. Membership in the United Way has given the young agency credibility in the eyes of the community and provided one source of continuing support from the public. The amount, however, is modest, and it needs to be augmented by additional public

support. RLS will continue its efforts to secure County funding for itself; it will continue to work for the passage of legislation to fund the Education Information Centers program, not only for itself but for other communities in New York State as well.[1]

The Regional Learning Service has evolved from a dream in the mind of Stephen Bailey to a bona fide community-based agency. Now serving over 5,000 individuals per year, it has claimed a place as a valuable asset in its hometown. It strives for survival because it sees every day the contribution it can make to the future of individual lives.

[1] Just as this monograph was going to press, the Onondaga County Legislature voted to include funding for the Regional Learning Service in its 1983 budget.

III
THE RLS MODEL

Who are the individuals who come to RLS, and what prompts them to do so? What are the services like? How are the services delivered? To fulfill its intention of being a client-centered organization, RLS began with the people. Much careful attention was given to envisioning who they would be. When they arrived, many of them were already familiar.

RLS Clients (or For Whom and Why)

Many RLS clients are women who want to return to school, return to work, or-- of necessity-- enter the world of paid work for the first time. Some are young adults who have been drifting from one thing to another for several years and are looking for a sense of direction. Some are clerical or blue-collar workers who want more education in order to move up the career ladder. There are mid-career professionals who are ready for a change, laid-off workers and persons on welfare who want to get off it. There are also men and women who want to take a course or learn a new skill for the sheer joy of it.

Demographic characteristics of the above men and women vary in many respects. Some of them have fluctuated over the years; others have remained more constant. The ratio of women to men, for instance, has invariably been close to two-to-one. Although ages have ranged from 16 to over 65, the greatest percentage of clients has always been between 26 and 35 years. Characteristics of marital status, race, income, education and occupation have changed over time, but have included a wide variety in most categories. The profile of RLS clients will be discussed in detail in Chapter V.

The majority of people who turn to RLS are at turning points in their lives. These points may be changes in family patterns, different work responsibilities, new locations,

retirement, death or illness, for example. Although the agency originally featured its role as an educational broker, it soon found out that, for many clients, educational choices would follow a prior examination of career choices. Usually educational planning and career planning were parts of the same whole. Or, put another way, educational brokering almost inevitably includes career planning -- for earning and learning go hand-in-hand. Too, personal issues are often part of the puzzle. In any case, whoever comes to RLS is looking for information. Many persons are looking also for advice and support. An analysis of services requested by those seeking counselor assistance will be presented in Chapter VI.

RLS Services (or What is Done)

RLS services have included three basic forms: (1) information, (2) individual consulting contracts and (3) community programs or contracted services. During its first eight years, RLS served over 32,000 people through one or more of these modes.

Information and Referral. Information and referral services relative to educational and career opportunities are provided by telephone, through the mail or in person. For many adults, an answer to a specific question about a course, an examination schedule or a training program is all that is needed. The answer has always been provided free of charge from the RLS Resource Center and at off-site information sessions. Information is now also provided over an Education Hotline located in the central library and made possible through a State-funded Education Information Center (EIC) pilot project conducted jointly by RLS and the Onondaga County Public Library. During an eight-year period, RLS has furnished information and referral through its Resource Center to approximately 20,000 people; the annual count is now about 2,200. The EIC service will be described later in this chapter.

Individual Consulting Contracts. The core RLS service is individual counseling. This service allows clients to address in

depth their career and educational concerns. Learning consultants are assigned to work with individuals in a process of discovery and decision-making to clarify goals, identify skills, consider options, reach conclusions, overcome barriers and gain self-confidence. Through the use of interest inventories and exercises, investigation of selected careers and educational programs, referrals to appropriate community resources, practice in interviewing skills and development of concise resumes, clients become aware of what they can do and how to proceed on their own.

Originally, clients were charged a modest registration fee for an unlimited number of appointments during a four-month period. Fees and lengths of contracts have been adjusted several times. Currently, fees are based on family income and size; clients are now entitled to a maximum of six hours of consultation during a two-month period and may renew if they wish. Fees support less than 30 percent of the cost of the one-to-one counseling service. In eight years RLS served about 3,100 clients through individual consulting contracts. RLS currently serves between 460 and 500 new clients per year.

Community Programs and Contracted Services. The third mode of service delivery is the one that has changed the most during the evolution of RLS. In contrast to the free information service and the partly subsidized individual counseling service, these services are being developed to produce income that will cover both direct and indirect costs and will also yield a small profit.

-- *Community Programs.* RLS has always provided services to the community-at-large through presentations and single- or multi-session workshops on educational and career topics. In the demonstration years, many of these services were free. Local institutions frequently contributed space and occasionally underwrote such costs as advertising or printing, but few of the programs were self-supporting. Now the reverse is true: very few community programs

except those supported by the Education Information Center grant are offered free of charge; most others are offered for a fee intended not only to cover the cost but to generate additional income as well. Approximately 3,700 people attended community workshops in seven years.

-- *Contracted Services.* RLS services for agencies, businesses and other organizations are custom-designed. All of them address some educational or career topic such as career/life planning, educational options, job-seeking skills, upward mobility or retirement planning. Most such services have been conducted for publicly funded agencies and have been short-term. There are two notable exceptions: (1) three consecutive one-year subcontracts with the Onondaga County Public Library to assist with a Job Information Center program and (2) a six-year contract with the Veterans Administration to guide veterans in the use of their educational entitlements. Clients served through contracted services during the first eight years numbered about 3,000.

Education Information Center Program. It is important to mention the RLS Education Information Center Program here because it includes aspects of all three modes of service delivery described above; in many ways it is a result as well as a continuation of the design, development and demonstration work performed by RLS itself. This pilot project is in its third year. It is funded by the New York State Education Department's EIC program, which in turn is supported by the Kellogg Foundation; it is administered by RLS; and it features collaboration with the Onondaga County Public Library System. It offers information over a Hotline as described earlier in this chapter, free half-hour advising appointments at selected libraries and community centers, community workshops on specific educational or career topics, a weekly program at the County penitentiary, the use of SIGI (a computerized guidance and information program), an Educational HELP column in a

major daily, a cable-access television series, ongoing outreach to target populations, and considerable involvement and cooperation between and among various providers in the community. The project is enjoying a steady increase both in numbers served and in community impact. During the first two years of the project, about 2,700 persons were served directly; it is not possible to know how many additional persons were served indirectly through the media.

The Learning Consultant Network (or Who Does It and How)

The heart of the RLS delivery system is its staff of part-time counselors. Called "learning consultants," these counselors are themselves adults who understand the complexity of issues associated with adult decision-making. It was believed by Donn Vickers, Coordinator of the Learning Consultant Network as well as Associate Director of RLS, that adults seeking advice about educational and career matters were most likely to turn to their peers -- peers whom they trusted, with whom they felt comfortable and whom they viewed as natural helpers. Vickers confirmed his belief by interviewing a variety of people chosen to represent typical clients and by conferring with professionals in the counseling field. He then constructed an outline of relevant personality characteristics (see Table 1), designed a non-traditional application form called the Personal Information Inventory, carried out an extensive community-wide solicitation effort, and conducted individual and group interviews with over 300 persons.[1] Twenty-four learning consultants were chosen as a result of this innovative application process. The reliance on personality characteristics as the primary criteria for selection proved to be sound and enduring. Although certain service or organizational needs may now call for learning consultants with more specific backgrounds, skills and credentials, the basic philosophy and practice regarding personality characteristics prevails to this day.

[1]Donn F. Vickers, "The Learning Consultant: A Response to the External Learner," **Journal of Higher Education**, June 1973, pp. 439-452.

TABLE 1

Relevant Personality Characteristics for Counselors

Personal Ability and Style	
Reflective	contemplative, thoughtful (vs. impulsive, verbose)
Adaptive	flexible in response and behavior (vs. rigid, programmed)
Initiative	self-starting, independent (vs. passive, requiring constant supervision)
Confident	self-assured, positive (vs. self-abusive, worrisome)
Conscientious	self-disciplined, dependable (vs. disorganized, careless)
Straightforward	direct, honest (vs. evasive, compliant)
Interpersonal Skill	
Empathetic	warm, understanding (vs. neutral, remote)
Receptive	listens well, identifies affect (vs. imperceptive, literal)
Open	comfortable with criticism (vs. argumentative, defensive)
Accepting	creates sense of trust (vs. judgmental, threatening)
Social Skill	
Outgoing	meets people easily (vs shy, socially unsure)
Savvy	knows how to make things happen (vs. naive, awed by systems and institutions)
Contented	at ease in present work/family situation (vs. restless, dissatisfied)
Cognitive Ability	
Flexible	intellectually flexible (vs. dogmatic, simpleminded)
Problem solver	generates new/varied solutions (vs. pat answers, puzzled)
Resourceful	able to manage data, information (vs. forgetful, imprecise)

RLS learning consultants represent a variety of ages, backgrounds, situations and interests. They reside in different parts of the city and counties, including urban, suburban and rural sections, and they have numerous community relationships. Some have previously had formal experience in counseling; others have not. About three-fifths of them work for RLS only; the other two-fifths have full-time jobs as well. All of them work an irregular schedule of hours depending on the client load, although it is now required that each be willing to commit a minimum of six hours per week. Two still have regular assignments on the Leadership Team (Program Development and Outreach), and all learning consultants assume ad hoc assignments for special projects, programs and other activities.

The Learning Consultant Network has been effective in many ways. Its size and diversity has provided breadth and flexibility -- advantages both for individual clients and for the organization as a whole. Learning consultant-client assignments can be made with careful attention to matching of backgrounds and to requirements of time and place; they can even be reconsidered if necessary. The staff of part-timers provides a rich mix at low cost. There is a spirit of cooperation and dedication within the Network which in many ways sets the tone for the uniqueness of RLS.

The involvement of learning consultants in the growth and development of RLS harks back to the days of pre-service training. During a four-month period devoted chiefly to the development of skills necessary to function as counselors, the entire RLS staff took part also in shaping the service which was soon to go public. The strength that derived from that beginning has perpetuated itself ever since. Hence, learning consultants regularly consult with each other regarding their client cases. They design and conduct in-service training sessions. They take responsibility for the selection and training of new learning consultants. They assist with the refinement and

improvement of services. They make presentations in the community and, through their own contacts, spread the word about RLS. In short, they contribute on all fronts.

Assessment of Performances and Practices. There has always been some question as to how best to evaluate learning consultant performance. An ongoing, if somewhat irregular, procedure consisting of both client- and self-evaluation followed by peer review was initiated in 1974 and is still being observed. At the end of a consulting contract, the client and the learning consultant are asked to complete separate evaluation forms designed to elicit information about the nature, substance and accomplishments of the counseling experience, about the effectiveness of RLS services and about the client-counselor relationship. Neither client nor learning consultant is asked to rate performance in a systematic way. The completed forms are reviewed by a designated learning consultant who discusses individual matters with the appropriate persons and recommends more general issues as topics for training sessions. The procedure has been helpful to a degree: it has pointed out strengths and weaknesses of individuals and of the group; it has not, however, allowed a consistent, inclusive evaluation of each learning consultant's performance in relation to a standardized set of measurements.

In the spring of 1980, a comprehensive self-assessment instrument was designed by a representative group of learning consultants, the staff development coordinator and the executive director. There were six assessment categories which included a total of 20 competencies (see Appendix A). Learning consultants rated themselves on each competency on a three-point scale ranging from "unsatisfactory to me" to "fully satisfactory to me." The staff development coordinator, himself a learning consultant, reviewed all of the client evaluation forms received during the past year for each learning consultant. The completed self-assessment questionnaire and the feedback from clients were then used as the bases for a perform-

ance review conducted by the staff development coordinator. This new procedure was invaluable organizationally and individually because it identified pertinent criteria, engaged learning consultants in a self-assessment activity, introduced uniformity to the process and provided more guidance for training. Learning consultants welcomed the new approach. When asked their opinions about who should conduct a performance review and what data should be used, however, the majority chose (1) their peers and (2) client and learning consultant evaluation forms.

As data regarding the impact of RLS services on clients were being collected for this monograph, it seemed desirable to take an even more analytical look at the Learning Consultant Network. The Kellogg funds which support the monograph made it possible to gather as a group in a way that had become traditional for RLS but had also become less frequent in recent years because of budget constraints. With the assistance of Judith Alamprese, an education and training consultant, learning consultants devoted one Saturday in June 1981 and half a Saturday in November to special workshops at which they examined counseling behaviors and effectiveness. Three exercises were employed for this purpose: (1) a simulated interview, (2) a case study and (3) construction of a network sociogram. The first two were designed to elicit information regarding the use of the six-hour counseling model; the third related to use of the Learning Consultant Network.

The six-hour model is an individually tailored plan determined by learning consultant and client during the first meeting of a consulting contract. The two parties discuss what the client hopes to accomplish during the contract, list some specific objectives and resources, and develop a plan of action. Because the ultimate goal is empowerment, it is hoped that the client will leave this first session knowing that (s)he has work to do and feeling encouraged about what (s)he might discover. The discovery occurs over a two-month period. It features

action by the client and consultation with the learning consultant.

The simulation exercise that took place at the first special workshop was conducted in triads. Learning consultants played the roles of client and consultant, and a third person acted as observer and scribe. The aim was to focus on the demonstration of certain competencies believed important for the first interview. Although personal styles varied, learning consultants were consistent about becoming acquainted with the client and establishing goals for the contract. They were less consistent about identifying information and resources that might be needed. Even allowing for the short time allotted to each role-play (15 minutes) and for the staged nature of role-playing in general, there was value in the exercise. It confirmed the importance of peer matching, revealed a need for providing more assistance to clients in identifying information and resources, and stimulated thoughtful discussion about the counseling process.

The case study was a paper and pencil exercise. Given some general background information, learning consultants were asked to map out an entire six-hour plan for a 38-year-old woman who wanted to change careers. They were also asked to list critical questions and issues to consider, name specific methods, tools and resources to be used, and suggest next steps as previous ones were completed. This exercise generated a great deal of information about what transpires during the course of a counseling contract. It verified the practice of the six-hour model by learning consultants and the utility of the model for client cases. In follow-up discussion, some learning consultants expressed a difficulty in keeping up with the variety of career exploration tools that exist and in deciding which ones to use for what clients.

The sociometric survey was also a paper and pencil exercise. Learning consultants were asked to indicate how many times and for what purpose they had spoken with each of the other

learning consultants during the past four weeks. The resulting sociogram confirmed their support of each other. The reasons for contact were distributed almost evenly among counseling issues, information resources, program delivery and organization issues. The method of contact was most often conversation at the RLS office (60 percent of the time) followed by the telephone (23 percent) and personal note (17 percent). The frequency of contact correlated in general with the number of hours worked and the time spent in the RLS building. Thus, those learning consultants who carried the largest loads and who were present in the daytime communicated the most with each other, while evening learning consultants communicated the least. Two of the veteran learning consultants who are also members of the leadership team and are available most regularly were contacted very frequently; they contacted others very frequently as well. The sociogram pointed out the value of the Learning Consultant Network as a resource and also pointed out the unevenness of involvement in an organization comprised of so many part-timers working such varied schedules.

Although it is not possible to draw hard and fast conclusions from exercises such as the three described above, it is possible to get a sense of the integrity of the learning consultant model. The exercises both validated the model and raised issues to address in training. The sessions struck an enthusiastic chord among the participants and a wistful note among the old-timers who remember the days when support for such occasions was more easy to come by.

Observations Over Time. It is now nine years since the original 24 learning consultants were selected. Since May 1973, a total of 54 individuals have been RLS learning consultants. They have stayed for as short a time as six months and as long as the full nine years. Four of the first 24 are still with the organization -- one as executive director, two as members of

the leadership team and the fourth a still-faithful traveler from a college 45 miles away.

As learning consultants move on to other pursuits, they take the mission and the spirit of RLS with them. A number have left town. Others have found full-time positions in educational institutions and other organizations in the Central New York area. These latter forge more links between RLS and the community and help to extend the reach through an ever-growing chain.

The staff of RLS learning consultants continue to be invested in their organization. They continue to take responsibility for its present and to plan for its future. In the struggle for survival, they have had to figure out how to operate more efficiently and with greater accountability. In doing so, they have not only demonstrated once again their individual and collective strengths; they have strengthened RLS services as well.

IV

EXTENSION OF RLS SERVICES

When the Regional Learning Service became an independent corporation in 1979, it had made its mark as a model of educational brokering. Referred to by some as the "flagship of brokering agencies," it had been a leader in the design, development and demonstration of educational and career information and counseling services for adults. Through the provision of client-centered information, referral, assessment, advocacy and advice, it has been an example for hundreds of kindred services throughout the nation, and for federal and state Education Information Center programs as well.

RLS had become best known, and probably most valued, for its one-to-one counseling service. There was no real substitute for individualized attention when persons needed to take stock of where they were now and figure out where to go next. Other RLS services had made their impacts, too: information and referral when answers to a few questions satisfied the need, and single- or multi-session workshops on specific topics when a common interest could be served in a group. RLS had included workshops among its services from its earliest years. Many of these -- on topics like Non-Traditional Educational Options, Careers for Women, Women Returning to Work and School, and Explore the Paraprofessions -- were offered free of charge to the general public in such settings as the YWCA, local libraries and other neighborhood centers; these were viewed as community services and devices to reach out to a variety of populations. Other workshops, seminars and training programs were conducted for the employees or clientele of businesses, social agencies and gov-

ernment offices through negotiated contracts; unlike the basic RLS services, these contracts were performed for fees that covered their costs.

Experiments in Group Services

Experimentation was a way of life at RLS. While the substance of its services remained the same, matters of time, cost and format changed periodically as it tried different ways to meet needs and increase income. In 1977, when the organizational transition began, RLS introduced a set of group offerings. Consultation in groups on the subjects of Career and Educational Planning or Women Returning to Work or Education was featured as an alternative to individual counseling. Seminars and workshops on life/work planning and workshop packages on a number of career and educational topics were promoted for individuals, businesses, organizations, clubs or social groups. Fees for the various services were set with the dual aims of covering costs and remaining accessible to all, regardless of income. RLS hoped to net enough income from the group counseling options to subsidize the individual counseling. It hoped to generate enough profit from the other services to defray overhead costs.

Experience with the new services was instructive. After a year of experimentation, RLS concluded that most clients were not interested in groups. Even though the cost of individual counseling was slightly higher, the privacy and undivided attention promised by this mode seemed far more preferable. In addition, colleges and other institutions in the area had begun to offer classes and workshops on career/life planning and related topics. It is possible that, given a choice, people perceived RLS as the place to go for individual counseling and saw the traditional institutions as the settings for more course-like programs. Further, learning consultants, who had become well practiced as one-to-one counselors, were not all as inclined towards nor proficient at group work at this time.

Although group counseling attracted fewer clients than

anticipated, efforts to market other new services produced enough results to suggest more possibilities. A few businesses and professional organizations found it beneficial to hire RLS to design and conduct customized workshops on career and educational topics. More time and money would be required to pursue this potential.

New Initiatives in the Community

As RLS moved out from the umbrella of a research corporation and into the domain of the community, the question of how to extend brokering to new settings and constituencies became more critical. This question was important for the second generation of the entire brokering movement and important also for the flagship of educational brokers as it sought to establish a broader community base. The RLS Board and staff identified several new initiatives to pursue: development of workshop packages, dissemination to business and industry, and expansion of educational and vocational testing services. Spade work began during the first year of independence; with enhancement support from the Kellogg Foundation, the work moved forward in the second year.

All three of the new initiatives featured new approaches based on past experience. They varied in magnitude and thrust, however, and correspondingly in degree of challenge. All helped to meet identifiable needs and to spread RLS services more broadly through the community.

Development of Workshop Packages. The original purpose of the workshop initiative was to develop a set of two-hour packages on a variety of educational and career topics. By being readily available for use with community groups in service contracts and in combination with the one-to-one counseling service, they would save repetitive perparation time and cut costs.

Through a contract with a human services council in a community where unemployment was high, RLS was able to construct nine two-hour packages on career-related topics. As an-

ticipated, these packages are now used frequently by learning consultants in contracts and community workshops. Because they include already prepared exercises, bibliographies, theoretical references and audio-visual suggestions, they are time-saving resources; they also foster consistency of program content while allowing for specific adaptations to particular target groups. The idea of combining these workshops with one-to-one counseling has worked less well; even a workshop on so popular a subject as resume writing attracted only a few subscribers from among those on contract for individual counseling. Materials prepared for the workshop packages, however, are used with the one-to-one service as well.

A second kind of workshop format emerged as the RLS Board and staff continued to explore ways of extending services and generating income. This format features the participation of the private sector in a half-day seminar organized and conducted by a community agency, the Regional Learning Service. The topic is a specific career field. Local businesses and industries donate space and panelists who also serve as workshop leaders. RLS takes care of all details, including promotion and registration, and charges an admission fee which covers both direct and indirect expenses. Workshops on Careers in Sales and Computer Careers were attended by 50 and 150 people respectively; each one more than broke even, and each was attended by a clientele different from the individual RLS clients.

Dissemination to Business and Industry. Most of the organizations which had contracted for RLS services until 1980 were from the public sector. There was a natural alliance between RLS and school districts, libraries, CETA prime sponsors and other human service agencies. Only a small number of the contracts were with businesses and industries. An alliance between RLS and the private sector was less natural, and it needed to be nurtured.

The success of its few business or industrial contracts, con-

versations with area employers, and its own perception of how its services could benefit the work force encouraged RLS to intensify its marketing efforts to the private sector. There were differences of opinion within RLS as to whether an entry into the for-profit world by a non-profit agency would be seen as a conflict in image by both the private sector and the agency. The timing, however, coincided with a national interest in closer collaboration between the two sectors, and the RLS Board and staff believed that many career and educational issues were most appropriately addressed through a person's place of employment. The business and industry initiative assumed major importance. It acquired the title of "Business/Industry Push" and was called "BIP" for short.

An RLS Board member and an RLS staff member were appointed to head the marketing effort. The Board member, president of a small business firm and a former president of the Small Business Council of the Chamber of Commerce, advised that RLS concentrate on small businesses first. Small businesses were less likely to have the in-house capability for providing career guidance to employees, and were more likely, therefore, to view the assistance of a neutral counseling service as an opportunity worth exploring. The president of the Chamber of Commerce endorsed the idea and a plan began to take shape.

In July 1980, RLS convened a Business Industry Advisory Committee to discuss possible services and recommend marketing strategies. Committee members identified five kinds of assistance which they believed would be useful to the business community: pre-employment testing, educational counseling, supervisor training, outplacement counseling and retirement planning. The committee agreed to arrange a presentation to the Small Business Council in the fall. The participation of local business and industry executives at this stage of the new initiative gave it legitimacy as well as direction.

The marketing effort included many parts: the production

of a handsome brochure paid for by a local savings bank, presentations to many fraternal organizations, direct mailings with follow-up telephone calls, personal visits by RLS staff, information sessions for employees at a major corporation, advertising on business pages, and visits to the business editors of the two major newspapers. Business persons on the RLS Board of Directors assisted by providing names of prospects and by giving advice about the content of the proposed services.

RLS took several steps to prepare for the new business and industry program. Learning consultants received special training in the use of tests and resources. Audio-visual equipment was purchased for promotional and program presentations. Needs of the business and industry program were considered when new learning consultants were hired.

Results of the Business/Industry Push to date indicate that the development of this new initiative needs more time. During the first two years, RLS secured nine business contracts serving 34 people for a total income of $2,030. Eight of the contracts were negotiated on an individual-need basis; six of these served one employee only during this period. The other contract was a group workshop. Although the income was small, it was twice as much in the second year as the first. It is continuing to increase in the third year, and there are several other contracts pending.

The services requested have varied. The group workshop provided supervisor training in career development for 17 bank officials. The services to individuals provided early employment assessment, career counseling and check-ups, assessment of job placement, assessment of motivation, educational planning and typing tests. Employers were especially interested in various kinds of assessment assistance. The needs, frequently specific to an individual situation, did not always fall neatly into the categories described in the RLS brochure.

One of the most significant contracts was negotiated with a local ambulance company. It is an ongoing Career Develop-

ment Assistance Program designed by RLS for paramedics and other employees. The program offers self-assessment, educational planning and tuition assistance. It was featured in a Sunday edition of Syracuse's leading newspaper and has become a model for other employees to consider.

Employers are hard to sell on counseling services. This is particularly true during these times of serious economic upheaval. Those who contract with RLS seem to grasp and appreciate the individualized attention that a client-focused organization can provide. RLS needs to persuade more businesses and industries that its services are advantageous and affordable. The marketing effort is supported by the Chamber of Commerce which gave its stamp of approval at the outset. The Chamber views RLS as the educational broker nonpareil and is including a description of its services in a forthcoming promotional booklet.

Expansion of Educational and Vocational Testing Service. There was no organization in the greater Syracuse area which administered and interpreted a broad-based battery of educational and vocational tests. RLS decided, therefore, to develop such a service for the benefit of individuals, agencies, institutions and employers concerned with the careers of adults. RLS initially envisioned a package that would include interest inventories, aptitude and achievement tests, and work and pre-vocational evaluation systems. The public would be informed of this new service through appropriate outreach efforts.

The testing service evolved rather differently than envisioned. Instead of being pre-packaged and promoted by RLS, tests were custom-packaged according to the particular needs of each company. Companies did not share enough needs to warrant the outlay of time and money that the original idea would have required.

The interest in assessment and testing has remained high. Most of the recent business contracts have included some elements of assessment, and the ability of RLS to provide a tailor-

made service is attractive to employers. In addition to the kinds of assessment performed in business contracts, RLS has been asked to design a candidate assessment program for nurse practitioners and to conduct a workshop in test-taking skills for dental hygiene students. By responding to different individual requests, RLS has enlarged its repertoire and knowledge of tests and increased its capability to administer them. The expanded service has enabled RLS to serve a wider variety of clientele.

Strategies for New Initiatives

The effort to extend RLS brokering services to new settings and constituencies was an ambitious one. It was one which the organization felt was important if it were to make a successful transition to independence. It suffered from insufficient time, money and staff, and it profited from its previous experience as a new organization. Some of the approaches taken by RLS as it embarked on its new initiatives may be helpful to others. In case that is so, they are described below.

- *Community Linkages.* These are the lifeblood of a community-based agency and a critical ingredient for any new effort. They provide advice, support, resources, access, legitimacy and exposure. RLS has found it effective to convene ad hoc advisory groups for such specific activities as the business/industry initiative, volunteer staffing for the Resource Center and implementation of the pilot Educational Information Center program. The practice is strongly recommended.
- *Cooperative Programs.* Joining with other organizations in the community is an effective way to present a program that might not be possible otherwise. By utilizing the strengths of a number of groups, a common interest is served and new alliances are formed.
- *Contact With the Business Community.* Mass mailings, telephone calls and other marketing techniques do not necessarily work for community-based organizations. RLS tried a number of ways to reach the business community. Personal visits were

the most effective means of contact. If RLS were to do it all over again, it would start with these immediately. Seeing is believing!

• *Identifying New Needs.* There are dozens of ways to identify new needs which can be served by a community-based organization. Some of them are obvious because of economic or social changes; some are suggested by service beneficiaries; some are discovered from conversations with key individuals. It is important for any agency to be alert to new developments; it is important, too, not to invent a need which doesn't exist. RLS has found it useful to consult with potential clients when identifying new needs.

• *Designing New Programs.* New programs of a community-based educational and career counseling service are best designed with a built-in flexibility. This allows room for them to evolve in a responsive and practical way according to the needs and wishes of the client. Flexibility among staff is important as well, and new programs may have important implications for staff training and hiring.

Successes and Failures of the New Initiatives

Through its topical career workshops, its courting of businesses and industries, and its expanded testing program, RLS has diversified its services and disseminated them more broadly in the community. Promotion and marketing efforts have increased the agency's visibility and enhanced its credibility with the private sector. The abilities of RLS to facilitate, to assess needs, to design individualized services and to deliver a quality product have stood it in good stead.

As federal and state budget cuts have forced a decrease in public sector contracts, the importance of the private sector has grown. Yet most of the business contracts with RLS are with very small companies and carry a low price tag. RLS has tried but so far has been unable to negotiate contracts with larger corporations. Hence, the new initiatives have been successful in extending services but they have not yet generated the kind of income that RLS wants and needs.

V

RLS EVALUATION EFFORTS

Because it began as a demonstration project, the Regional Learning Service has been the subject of many reports, articles and chapters. It has also been the subject, or a subject, of several published evaluation studies. Three of these studies were sponsored by divisions of the Department of Health, Education and Welfare: *Mid-Career Change/ Adult Students in Mid-Career Transitions and Community Support Systems Developed to Meet Their Needs*, by J. Gilbert Paltridge and Mary C. Regan of the University of California at Berkeley, 1978; *An Evaluation of the Regional Learning Service of Syracuse, New York: A Bayesian Decision-Theoretic Approach*, by Susan Piotroski and Howard Snyder of the University of Pittsburgh, 1978; and *Adult Career Advocates Project*, by Marilyn Jacobson of Northwestern University, 1979. In August 1977, with funding from the Ford Foundation, RLS published its own evaluation study, *Impacts of Services*, by Jean B. Kordalewski and Judith Alamprese-Johnson.

Evaluation Background

RLS started to collect information on clients with the very first one. The organization knew it would be necessary to do this in order to keep abreast of who was being served, for what reasons, in what ways and with what results. For the development program to proceed, it was essential to find out what worked and what needed improvement. There would be implications for outreach, service development, resource development, staff training and organizational behavior.

There were no evaluation experts among the original RLS staff. In keeping with the self-directed style of the agency, learning consultants and administrators determined what they

would need to know and designed their own data collection instruments accordingly. They wanted to collect demographic information on clients served through individual contracts and qualitative information about the service itself. Both clients and learning consultants completed evaluations at the ends of contracts. Most learning consultants welcomed, or at least accepted, the forms as useful tools for counseling, service evaluation and performance evaluation; a few, however, viewed them as a nuisance and an intrusion.[1]

The RLS data collection procedures have, in fact, provided a means for monitoring RLS services on an ongoing basis. In 1977, after three years of service to over 1,000 individual clients, it seemed meritorious to analyze the data in a more substantive way. There was also an interest in investigating what longer-term effect the counseling might have had for clients. A follow-up telephone survey was designed for this purpose. The results of the *Impacts* study were generally positive. They provided information about clients, services and outcomes that was useful to RLS and to other providers as well.

After four more years of service, RLS requested funding for a second evaluation study. Experience with another 1,900 clients would provide additional insights about their characteristics and needs, about the effectiveness of RLS counseling and about ways to improve services. A new study would again allow a follow-up survey of clients who had completed their contracts more than a fixed number of months ago. It would also allow a second follow-up of clients who had been reached in the previous telephone survey. The prospect of connecting with persons who had been RLS clients over seven and a half years ago was exciting! Funding from the Kellogg Foundation has

[1]Data are collected on other RLS services as well. A daily log of inquiries and referrals is kept; participants in workshops and contracted services are counted and asked to complete evaluation questionnaires; Education Information Center users are counted and surveyed also. Although it is difficult to record every transaction that takes place, the data that are collected are sufficient to allow summaries of all RLS clientele and their appraisals.

made it possible to carry out this second evaluation project as part of a more comprehensive monograph.

Evaluation Instruments

The data collection instruments used for the second study were basically the same as those used for the first. Minor changes were made to correspond with changes in service, to gather additional information or to improve clarity. Information was again collected at the beginning of service, the end of service and at specified intervals after the end of service. The six instruments used for the study will be described below. They are presented in Appendix B.

Demographic Data. Statistical information about clients is collected on a Client Inquiry Form and a Client Data Form (see Appendix B). The Inquiry Form is filled out when a person first contacts RLS and includes a section on why and how the agency was approached; the Data Form is completed during the first client interview and includes a section on service(s) requested. Both forms have been revised somewhat since *Impacts of Services* but have not changed substantially. In the four-year period of this report, 1,712 clients completed one or both of these forms.

Evaluative Data. Evaluative data for the study came from three sources: the Client Evaluation Form, the Learning Consultant Evaluation Form and the two Telephone Surveys (see Appendix B). All of these forms were redesigned after the first study to include fewer open-ended questions. Classification schemes developed for the questions which were originally open-ended were incorporated in the revisions. The aim was to elicit more precise responses, although it ran the risk of suppressing original thoughts. Questions regarding assignment of learning consultants, improvement of services and effectiveness of counseling were left open-ended.

Client Evaluation Form. The client completes a questionnaire at the end of the consulting contract. For the four-year period under study, 673 of 1,445 clients (46.6 percent) turned in

the evaluation form. Veterans Administration clients were excluded from this calculation since they were served under a special contract. The 46.6 percent return rate compares with 29.6 percent for the earlier study and reflects an increased effort on the part of RLS to promote the completion of forms.

Learning Consultant Evaluation Form. The learning consultant also completes a questionnaire at the end of the consulting contract. Learning consultants filled out evaluation forms for 1,271 clients (88.0). This high percentage compares with a 42 percent response rate for 1974-1977. It, too, shows an increased appreciation of the need to complete evaluation forms.

Telephone Survey I. A follow-up survey of clients who participated in the RLS program from February 1976 through January 1981 was conducted by telephone in September and October of 1981. This survey was designed to determine the impact of RLS services on individual clients after an elapsed period of time. The period ranged from seven months to five and one-half years, depending upon when the counseling took place.

The RLS staff designed the questionnaire. An education specialist was hired to coordinate the telephone survey and to recruit and train telephone surveyors. Special attention was given to avoid calling people at inopportune times, such as meal time. The training of the telephone surveyors emphasized the importance of not leading the respondent in the answering of questions. This point is particularly salient in internal evaluations since the staff has a vested interest in obtaining favorable results.

Of the 1,445 RLS clients counseled during this time period, a stratified random sample of 590 was selected for the survey. Stratification criteria were sex, age and time of initial counseling. To enhance the representativeness of the sample, a uniform sampling fraction of one-third was used. It should be noted, however, that RLS clients from 1976 and 1977 were somewhat underrepresented among those responding, and any comparisons should take this into consideration. Surveyors

found that many former clients had moved and were unreachable, a not uncommon phenomenon. Of the 590 persons chosen for the sample, 326 (55.2 percent) were reached.

In the survey, the clients were asked to reiterate their reasons for coming to RLS. They were also asked about educational decisions, job changes and changes in their self-perception. Finally, they were asked to assess benefits of RLS in their educational, work and personal lives.

Telephone Survey II. A second follow-up survey was conducted during September and October of 1981. An attempt was made to reach all of the 237 respondents to the 1976 survey described in *Impacts.* The respondents were asked about their perceptions of RLS benefits from a longer-term perspective and about more recent educational decisions and job changes. Of the 237 persons in this group, 96 (40.5 percent) were contacted. This number was considered good, given the fairly high mobility rate of RLS clients and the five-year time span since 1976.

The data from all of the instruments described above were coded and placed on IBM cards for tabulation. Frequency and percentage distributions were calculated for all clients and for selected groups such as VA versus others and men versus women. Findings, conclusions and trends will be discussed in the following chapter.

VI

RLS EVALUATION RESULTS

The results of the second RLS evaluation effort are informative both in describing a given four-year period and in providing an opportunity for comparison with the previous three years. A second study of this kind forces a disciplined look at what has changed and what has not, in addition to a fresh look at an evolving service. In some instances, the data are conclusive; in others they are more suggestive than definitive. The discussion of the RLS data which follows will be primarily a report; conclusions will be drawn where warranted, and speculation will be entertained where appropriate.

Size of Clientele

In its first three years of service (1974-1977), RLS assisted about 8,500 individuals through the several modes of service described in Chapter III. In the next four years, the total was approximately 16,000. The total for the seven-year span, then, was close to 25,000. About 3,000 of these persons signed up for individual consulting contracts.

From February 1977 through January 1981,[1] approximately 1,896 clients were served through the two-month consulting contract. This number compares with about 1,067 such clients served through the comparable three-month contract during the first three years.[2] In each of the two groups, the total number included a special population group or groups who were treated somewhat separately.

[1]RLS service years were fixed at February through January because the first full month of service occurred in February 1974. This idiosyncrasy has outlived its original usefulness. Beginning in 1981, client records have been collected on calendar and fiscal year bases.

[2]The modifiers, "approximately" and "about," are used to recognize that RLS record-keeping is not the absolute in perfection, and that seemingly absolute numbers are, therefore, close but not perfect.

In 1974-1977, 340 RLS clients (31.9 percent of the total) came specifically to enroll in the New York State External High School Diploma Program which was developed by RLS for the State Education Department under a grant to the Syracuse University Research Corporation. By 1977, the pilot program had become sufficiently operational for candidates to enroll in it directly, rather than through individual consulting contracts. In 1977-1981, 451 clients (23.8 percent of the total) were sent to RLS by the Veterans Administration for testing and advice regarding the use of their educational entitlements. Although the VA contract was in existence during most of the seven-year period, the number of clients was a relatively small percentage of the whole until 1978-1979 when the regional office began to rely more heavily on contract guidance centers. Thirty-five percent (237) of the individual clients were veterans in 1979-1980. The VA contract was cancelled in September 1981 when funding for contract guidance centers was terminated by the federal government.

If External Diploma and Veterans Administration clients are excluded from the totals, the approximate numbers of individual consultation clients for the three- and four-year periods under study were 694 and 1,445 respectively. The number grew steadily each year from 1974 through 1980 except in 1977-1978 when it took a sharp plunge. The plunge coincided with the separation of the External Diploma Program, the initiation of an ambitious redesign of all RLS services and the change in RLS leadership. As new approaches were refined, the number of clients rose. It has now levelled off at between 460 and 500 per year. Table 2 shows the numbers of individual consultation clients throughout the seven-year period.

TABLE 2

Numbers of RLS Clients
January 1974 - January 1981

Year	Number of Clients						
	RLS		EDP	VA		Total	
January 1974- January 1975	157		47	-0-		204	
February 1975- January 1976	245		133	7		378	
February 1976- January 1977	292		160	26		452	
Subtotal		694	340		33		1,067
February 1977- January 1978	197			11		208	
February 1978- January 1979	343			103		446	
February 1979- January 1980	439			237		676	
February 1980- January 1981	466			100		566	
Subtotal		1,445			451		1,896
Total		2,139	340		484		2,963

Experience with External Diploma clients and with veterans has surely influenced the development of the basic RLS consultation service. Through the Diploma Program, RLS developed many assessment procedures and counseling approaches that apply to all populations of clients. Through the VA contract, RLS increased its familiarity with standardized tests and its capability to serve the disabled; it also gained ideas about how to become more efficient with the time spent per client. Because of the special features of the VA contract already mentioned, however, VA clients will not be included in the analysis which follows. The focus will be on the more diversified RLS clients.

Demographic Profile

A profile of individual clients in the second RLS study is presented in Appendix C, Table 1. It shows that the clientele continues to include a diversity of ages, backgrounds and situations. In comparison with the earlier profile, however, there were changes in the distribution within all categories except sex. Women continued to comprise over two-thirds of the clientele, but there were fewer young persons, married persons and blacks; there were also more persons with four or more years of college and with professional jobs. Table 2 in Appendix C compares the profiles for the first and second studies.

-- *Age Range.* 16 to over 65. 43.7 percent were in the 26-35 bracket, an increase of 8.1 percent over the first three years. 23.8 percent were between 16 and 25, compared with 30.7 percent previously.

-- *Sex.* 68.8 percent were women. The percentage fluctuated as many as 6.8 points in the yearly breakdown, but it is clear that RLS services are particularly responsive to the needs of women searching for new directions. Table 3 in Appendix C compares demographic characteristics of male and female clients.

-- *Marital Status.* 56.9 percent were single. This is a

reverse of the data for the earlier period when over 50 percent were married. It is due primarily to a 10.6 percent increase in single women, from 49.1 to 59.7 percent.

-- *Race.* 98 percent were white; 1.5 percent were black. There was less diversity in race and a marked decline in the percentage of blacks which had actually been on the way down since 1975. This has been a cause of concern for RLS which has since placed a high priority on outreach to minorities. In 1980, RLS convened a Minority Advisory Committee. Through the Education Information Center project, which features transporting of services to community gathering places, more minorities are now being served; in 1980, 15.9 percent of EIC beneficiaries were black, and in 1981 the percentage increased to 31.3.[1]

-- *Family Income.* 61.7 percent of the reported incomes were below $15,000, 38.3 percent were above. These figures compare with 72.7 and 27.3 percent, respectively, in the first three years. The percentages changed most at the lowest and highest levels: under $8,000 from 40.9 to 27.5 and over $20,000 from 13.2 to 22.8. The changes may be more apparent than real when one considers the factor of inflation. There may be some correlation, however, between changes in the frequency distribution of incomes and other demographic characteristics, such as age, education and occupation. The family income levels of men versus women shifted back and forth without showing any clear trend (see Table 3, Appendix C).

-- *Education.* 49.8 percent had four or more years of college. This is a large increase over the 29.3 percent figure for the first three years. The percent with high school diplomas or less dropped from 40.8 to 25.9, while those with one to three years of college dropped slightly as well. On the whole, RLS clients were now a more educated

[1]This compares with a black population of 15.7 percent in the City of Syracuse and 6.5 percent in Onondaga County, as reported in the 1980 census.

group, and men were more so than women.

-- *Occupation.* 25.6 percent had professional occupations, and 27.7 percent were in the category called "salesman, bookkeeper, secretary and office worker." The rest of the clients were distributed fairly evenly throughout a range of occupational levels from unskilled worker to small business manager. The percentages of professionals and of salesmen/office workers increased by 8 and 11 percent, respectively, since 1974-1977 -- in keeping, perhaps, with the increase in educational background. There were twice as many women as men in the salesman/office worker category in 1977-1981, versus only one-quarter as many in 1974-1977. The change in occupational levels first became evident in 1978, as did the changes in family income and educational background. Of 1,244 respondents, 27.3 percent were unemployed at the time of their contracts. Currently (September 1982), 50 percent of RLS clients are unemployed. The effects of the recession are showing.

How and Why the Clients Came

What prompted the persons described above to come to RLS? All of them were seeking answers to questions about their educational or career futures. Most of them (40.6 percent) heard about RLS from friends or relatives or were referred by other organizations in the community (33.8 percent). RLS keeps itself visible through press releases, feature stories and advertisements in the press, and through public service announcements and guest appearances on radio and television; yet only 14.9 percent of the clients in years four through seven claimed the media were responsible for steering them to RLS. This is a marked contrast to the first three years when the media were influential in 30.6 percent of the cases, friends and relatives in 24.1 percent and agency referrals in 32.1 percent. Clearly, the presence of RLS in the community was now more widely known, and its reputation was becoming a medium in itself. The increase in referrals by friends probably

perpetutated certain demographic characteristics in the clientele.

As in the beginning, most clients made their original contact with RLS by telephone (80 percent). The telephone contacts increased annually, and the walk-in contacts decreased somewhat. This could reflect the nature of the clientele or perhaps a greater understanding of what RLS is all about. Table 4 in Appendix C shows a breakdown of how clients heard about RLS and how they made their initial contacts.

All clients were asked at the time of inquiry to state their reasons for coming to RLS. Clients listed a variety of reasons including educational planning, career planning, personal planning, testing and financial aid assistance. Most clients listed several reasons (see Table 3).

TABLE 3

Services Requested by RLS Clients
February 1977 - January 1981

Category	Percent Clients for Each Year[1]				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
Secondary	.5	8.8	-0-	6.5	4.9
Postsecondary	22.8	17.3	13.4	9.3	14.3
Graduate planning	7.6	5.9	3.2	6.1	5.4
Proprietary/ skill training	5.6	5.0	6.7	6.1	6.0
Career planning	87.8	87.4	95.1	97.0	92.9
Personal planning	18.3	15.5	9.9	11.5	12.9
Testing	6.6	2.3	3.5	4.1	3.8
Financial aid	2.5	.6	1.2	.2	.9
Other	-0-	.6	.9	3.0	1.3
Number	(197)	(341)	(433)	(460)	(1,431)

[1] Percentages reflect multiple requests.

The statistics reveal without question the significant difference in thrust that took place during the decade of the seventies and, therefore, during the evolution of RLS. Whereas the focus initially was on choosing traditional and non-traditional education programs, it shifted increasingly and impressively to choosing occupations. In 1974, 53.2 percent of RLS clients included career planning among their reasons for coming; by 1976, the percentage was 68.4; and in 1980 it was 97 percent. Hardly a person in 1980 did not name career planning as a need. At the same time, interest in secondary, postsecondary and graduate education diminished from 70.1 percent of the clients in 1974 to 40.6 percent in 1976 and 21.9 percent in 1980. If External Diploma clients were included in the calculations for 1974 and 1976, the changes would be even greater. Table 4 shows the yearly progression of educational and career requests.

TABLE 4

Educational Versus Career Planning Requests
January 1974 - January 1981

Category	Percent Clients for Each Year[1]						
	Jan. 74-Jan. 75	Feb. 75-Jan. 76	Feb. 76-Jan. 77	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81
Secondary, post-secondary or graduate planning	70.1	59.4	40.6	30.9	32.0	16.6	21.9
Career planning	53.2	60.4	68.4	87.8	87.4	95.1	97.0
All other	18.1	32.1	42.6	33.0	24.0	22.2	24.9
Number	(154)	(227)	(291)	(197)	(341)	(433)	(460)

[1] Percentages reflect multiple requests.

Educational and career issues are often inseparable. It appears, though, that more clients orginally sought educational assistance which probably included career concerns as well, while later the great majority were interested primarily in career planning which might also have educational implications. The motivation of RLS clients mirrored one of the prime concerns of America's adult society.

Outcomes for Clients

The full impact of a short-term contract cannot be judged at a point so arbitrary as its completion. Since a primary purpose of RLS is to enable clients to move forward on their own, actions taken or decisions made during the contract itself are usually triggers to a series of developments which have yet to unfold. Nevertheless, an evaluation of the consulting contract when it terminates has many benefits: it helps the client to think about what was accomplished; it helps the learning consultant to reflect on his or her role; and it helps the organization to assess the quality, effectiveness and suitablility of the service.

During the first two years of the four-year period covered in this study (years four and five in the history of RLS), no limit was placed on the number of hours to which a client was entitled during a two-month consulting agreement. A study conducted at the end of year five showed that the total hours per contract averaged eight; this total varied from four to 13 and, furthermore, varied rather consistently by learning consultants. As RLS prepared to become an independent organization, the staff believed it could both cut costs and improve quality by limiting the number of hours and developing a more structured approach. Taking a cue from the Veterans Administration contract which was negotiated on the basis of five hours per case, a team of learning consultants designed what became known as the "six hour, structured model." The model retained the two-month time period and featured the making of a plan by client and learning consult-

ant at their first meeting. The transition took place smoothly, and the model has worked well to this day. New clients did not know the difference, of course; learning consultants felt that a mutually-agreed upon action plan sharpened the focus of the contract.

End-of-Service Evaluations. Clients and learning consultants both were asked their opinions about such contractual items as the number and length of sessions and about client expectations and accomplishments. Clients were also questioned about the consulting fee, the compatability and effectiveness of learning consultants and about ways to improve services. Learning consultants were asked to report resources they used and referrals they made during the consulting contract.

-- *Contract Details.* Most clients and learning consultants responded positively to the questions about contract details. 15.4 percent of the clients and 26 percent of the learning consultants, however, would have preferred a longer contract period or more sessions. It is interesting to note that the percentage of clients expressing this opinion was higher (24.7 percent) in 1977 and 1978 when the contract did not limit the number of sessions than in 1979 and 1980 (10.5 percent) after the introduction of the six-hour model; perhaps the completion of a more structured contract seemed more conclusive to clients. The percentage of learning consultants who preferred more sessions, on the other hand, was consistent throughout the four-year period; did more learning consultants than clients find it hard to let go?

-- *Consulting Fee.* RLS made several changes in the consulting fee from 1977 through 1980, as it considered income and equity, too. In February 1977 the fee was doubled from the previous $15 to $30. One effect of this increase was a marked decline in the number of clients. In February 1978 the fee was reduced to $20, and the number of clients

increased by 74 percent. In January 1980 the fee was increased to $25 per client, and in July 1980 a graduated scale was put into effect. The number of clients continued to increase when the latter changes were made. Persons who actually became RLS clients had already decided the fee was affordable. During the entire four-year period, 86.9 percent of the clients found the fee "about right;" only 3.5 percent found it "too much," and 9.6 percent said it was "too little." In the two years when the fee was only $20, however, 12.5 percent thought it was "too little." Client enrollment figures and opinions helped RLS to decide on a graduated fee scale. This change was well received; it resulted in a 30 percent increase in income.

-- *Client Expectations, Objectives and Goals.* Clients' end-of-service responses to the question, "How did you expect RLS to help you?" may have been led somewhat by the close-ended question. This question was open-ended on the form used for the *Impacts* study. Because the categories were taken from the classification drawn for the earlier study, however, the table of answers provides a distribution which can be compared with the previous period and used as a guide for evaluating the results (see Table 5, Appendix C).

Of the 673 clients who completed evaluation forms, 64.6 percent marked *establish some goals and priorities* as one of their expectations; this was a huge jump from the frequency of 18.0 percent in 1974-1977. *Career counseling* was checked by 60.3 percent of the 1977-1981 clients versus 25.2 percent of the earlier group; this increase was to be expected given the large number (92.9 percent) who requested *career planning* when they contacted RLS. The frequency of this expectation could be interpreted as even greater (85.1 percent) if other career-related categories in Table 5 were added (information and referral, diagnostic testing, specifications for particular jobs and interviewing

techniques). *Educational counseling* was named by 24.3 percent in the later period compared with a total of 16.9 percent in the earlier one; this correlates almost exactly with the 24.6 percent who cited *education* as a reason for contacting RLS. It is interesting to observe that the specific designation of *diploma* almost disappeared with the separation of the External Diploma Program from RLS.

The learning consultants' list of their clients' initial objectives placed *career counseling* and career-related items at the top at 65.1 percent. Exploration of goals followed at 42.3 percent and *educational planning or enrollment* was third at 35.9 percent. It is possible that learning consultants' answers were influenced by their own perspectives and by what was accomplished during the contract. It is also possible that the greater learning consultant response rate (almost twice as great for the expectations/objectives questions) produced different results. In any case, learning consultants marked educational planning more frequently and exploration of goals less frequently than their clients did.

-- *Decisions and Accomplishments.* At least 254 of the 673 clients (40.5 percent) who responded to the question about decisions took definite educational or career action during the two-month course of their consulting contracts. Another 190 (28.2 percent) said they made educational or occupational plans. These figures were confirmed by 1,218 responses of learning consultants who reported that 516 of their clients (42.4 percent) enrolled in courses or programs or changed employment status, and another 424 (34.8 percent) made educational or career decisions. Only 6.5 percent of the clients said that no decision was made.

Clients and learning consultants both reported that over 25 percent of the clients *enrolled in educational institutions* before the end of the consulting period. Two-year and four-year institutions were the most popular choices, accounting

for about 70 percent of the enrollees, while adult education programs and non-traditional postsecondary education programs attracted about 13 percent and 9 percent, respectively. It appears that the appeal of non-traditional programs was limited to a small percentage of adults. A comparison of enrollments at the end of the contract period and at the time of the telephone survey is presented in Table 6, Appendix C. As expected, the majority of adult clients, about 64 percent, were enrolled in part-time programs, although 36 percent became full-time students.

Client and learning consultant evaluation figures differed on the subject of *change in a client's employment status*. Learning consultants reported that 24.2 percent of 1,218 clients left jobs, found jobs or changed them, while only 11.4 percent of 673 clients reported this fact themselves. However elusive the percentage, some clients accomplished job changes before the end of their consulting contracts; many others accomplished this goal as they continued the search they had only begun at RLS.

-- *Assistance From Learning Consultants.* Clients were asked several questions about their learning consultants: were they easy or difficult to contact; were they understanding and responsive; in what specific ways did they provide assistance; and, finally, what factors should be considered when assigning a consultant?

Clients were almost unanimous in saying that it was "usually easy" to contact their learning consultants (93.8 percent) and that their learning consultants understood and responded well "most of the time" (95.7 percent). Their appraisal of *ways in which their learning consultants assisted them* correlated very closely with their previously stated expectations, almost by percentage for percentage in the cases of goal clarification (64.2 percent), career counseling (62.6 percent) and educational counseling (23.7 percent). Moral support and encouragement were important to

many (45.4 percent), and general information and resources, personal counseling, diagnostic testing and referrals were also noted. Only five of 650 respondents (0.8 percent) said they received no assistance at all.

Clients' opinions of *factors to consider when assigning learning consultants* confirmed the validity of the learning consultant network. "Similar interests" was named by 43.2 percent of the 447 respondents to this open-ended question; "demographic similarity" was mentioned by 23.3 percent and was followed closely by "cognitive ability" and "interpersonal skills." Clients apparently agreed with the original criteria for selecting the learning consultant staff.

-- *Use of Resources by Learning Consultants.* Learning consultants described the wealth of resources they used to assist their clients. Referrals to other agencies, institutions, services and individuals were an integral and important part of the counseling process, increasingly so as the network of organizational and individual contacts grew larger and stronger. Clients were routinely referred to print materials in the modest but judiciously stocked RLS Resource Center. Learning consultants used a variety of diagnostic tools with their clients, and a number consulted regularly with their colleagues on the RLS staff.

-- *Comments About Effectiveness of Services.* Clients were more responsive than learning consultants to the questions about consultant effectiveness and effectiveness of RLS services. Learning consultants, who completed 1,271 questionnaires, answered this question in only 449 of the cases. Most often they said they "felt effective" with little elucidation. Probably they concentrated more on questions about goals and outcomes.

Clients made many positive comments about their RLS contracts. A few made recommendations for other features to add to the contract, but no single one stood out. There were very few negative comments. Probably those clients

who were most agreeable about RLS were also the most agreeable about filling out forms. The sampling of comments which follows shows the value which clients found in the one-to-one counseling contract.

"It fulfilled my expectations which were to put together in a concrete way the skills I have been using over the years, so that other avenues of employment can be discovered and pursued."

"My very first session clarified my desire to go back to school which had been buried among many fears and anxieties. With my learning consultant's insight and encouragement, I spent the rest of my sessions exploring how to go about it most efficiently. I am very pleased with your service and the outcome."

"I am now more confident about finding a job I want. I was obsessed with the feeling of being trapped with nowhere to go. I am no longer this way. I am enjoying my job. . . it is a learning step into the future."

"Effectiveness was greater than my expectations. An endless supply of literature was made available to me. My learning consultant knew people within my field of interest and readily suggested I contact them. She also offered opinions as how to juggle being a wife, mother and individual with career goals. At the end of our sessions, I walked away with a comprehensive package of alternatives."

"It helped me in my search for a way to get a legitimate college degree with my work experience and an A.A.S. that was very important to me."

"Pretty much met expectations but would like follow-up counseling after such tasks as: information interviews, resume development and job interviews."

"I was very pleased when they helped me get my unemployment benefits. I was and am very pleased to be able to get

into school. It always seemed impossible to me because of my financial situation."

"Through my RLS experience, my goal to obtain a college degree became clear to me. My learning consultant has offered her help in any course decisions I may need. At another time in the future, I will again use RLS services for career directions."

"It met my expectation, which was to help you help yourself. Provided information and resources as well as the moral support to try to have the courage to try to get the type of job you want. My learning consultant had a big influence in my decision to go to Florida where I was interviewed and eventually got this job."

"RLS more than met my expectations. For someone moving here and finding himself 'stranded,' RLS ought to be a required course."

"Thank you, RLS — it's up to me now!"

Follow-Up Telephone Surveys. Telephone surveys conducted some months or years after a contract was completed serve a different purpose from end-of-contract evaluations. Because many factors influence the direction of a person's life, it is important not to overestimate what a former client may recall about a two-month experience that has faded into the background. On the other hand, it is valuable to find out what the client has done since that experience. It is enlightening to the agency to know where its clients have gone from here, and it is also interesting from a sociological point of view to observe education and work patterns of a small segment of the adult population. Checking up on clients once or twice fixes the RLS contract as one of many points on a continuing path.

Telephone Survey I. 326 persons were reached in the survey of clients who received RLS counseling during the five-year period from February 1976 through January 1981. Through a

coding mistake, three of the respondents were counted twice, thereby making one total read 329 and causing an error of 0.1 percent in some of the computerized data. Of the 326 clients, 93 were male and 233 female; the proportion was 28.5 percent male to 71.5 percent female, about 4 percent more female than in the client profile for that same five-year period. The age distribution of respondents showed a generally older population than the client profile; there were about 17 percent fewer between ages 16 and 35, and 17 percent greater age 46 or older. The clients had grown older, of course, but not to the degree indicated in the sample. Income ranges also differed from the overall client profile; persons earning less than $20,000 per year were underrepresented by about 19 percent. The sample of clients surveyed was not stratified by income. One cannot draw conclusions, therefore, about the income differences; they may reflect the older age groups, job advancements, inflation, or all three. These few variations in the profile of former RLS clients did not diminish the value of their answers to questions about why they came to RLS, what they had done in the education and work fields since they left, and how they now viewed the effects of their RLS experiences.

-- *Reasons For Visiting RLS.* In recalling their main reasons for visiting RLS, clients named *career counseling* most often. The 75.3 percentage for this category was double the percentage (37.5) in the 1976 telephone survey and consistent with the increased emphasis on career counseling at the time of entry. *Educational counseling* decreased from 42.6 percent in the 1976 survey to 12.8 percent in 1981. This figure was 11.5 percent smaller in the follow-up survey than in the end-of-service evaluations. *Establish goals and priorities* was mentioned by only 11.6 percent of the respondents to this open-ended question while it was chosen by 64.6 percent of the clients from a list on their evaluation forms. There was no appreciable difference in the responses given by men and women. Table 5 shows the main

reasons for coming to RLS as recalled by clients surveyed in the fall of 1981 and also by those surveyed in 1976.

TABLE 5
Client Reasons for Contracting with RLS
Telephone Survey I, Fall 1981
Versus
Telephone Survey, Fall 1976

Category	Percent	
	Fall 1981	Fall 1976
Establish goals and priorities	11.2	11.8
Educational counseling	12.8	42.6
High school diploma	3.3	3.0
Proprietary/skill training	1.5	.4
Career counseling	75.3	37.5
Information and referral	5.2	-0-
Personal counseling	5.5	3.0
Don't remember	-0-	.4
Other	1.2	1.3
No answer	.3	-0-
Total	Percentages reflect two answers	100.0
Number	(329)	(237)

-- *Educational or Training Enrollments.* About 36 percent of the 326 participants in the telephone survey remembered contacting educational institutions as a result of information provided by RLS. Over 44 percent enrolled in courses or programs at some point during the year of the survey, and 30 percent were currently enrolled. This compares with enrollment figures of 25 percent for this population at the end of the consulting contract and 50 percent for clients surveyed by telephone in 1976. Full-time enrollments were up to 41.5 percent of the total compared with 36 percent at the end of service and 38 percent in 1976. The percentages of men and women enrolled in educational programs were identical.

As at the end of service, traditional two- and four-year institutions attracted the most students, almost 80 percent combined. Most of these institutions were in the Central New York area. About 17 percent of the enrollments were in adult education programs in local schools, churches, businesses and community organizations. A handful (3.4 percent) were in proprietary schools, and only one (1.1 percent) was in a non-traditional postsecondary program, the Regents External Degree. The latter figure compares with 9 percent at the end of service and 10.6 percent in 1976; it supports the apparent trend away from non-traditional programs by RLS clients. It should be noted, however, that adults who know they are interested in non-traditional programs frequently seek information from RLS and are referred directly to the programs themselves. Empire State College, the Independent Study Degree Program of Syracuse University and the Regents External Degree Program have their own local advising services; an RLS learning consultant is one of seven volunteer advisors in the Syracuse area for the External Degree Program. Table 7 in Appendix C presents the above enrollment information in chart form.

Most former clients had pragmatic reasons for enrolling in programs of study. 54.5 percent of the 143 persons who answered the question said that their purposes were occupationally related; 41.3 percent were seeking degrees, diplomas or certificates; and 27.2 percent were interested in self-enrichment (see Table 6). 13.3 percent gave two of the above reasons for enrolling, and 4.9 percent named all three. The frequency distribution of reasons for enrolling is consistent with the reasons for having sought RLS services one to five years ago. 57.2 percent of the respondents said that their experiences at RLS helped them decide to enroll; *goal clarification* was singled out most frequently (36.5 percent) as the type of assistance provided; *information, diagnostic testing* and *moral support* followed in rank order.

TABLE 6

Client Reasons for Enrolling in Educational Courses or Programs Telephone Survey I, Fall 1981

Category	Percent[1]
Occupationally related	54.5
Degree/diploma/certificate	41.3
Self-enrichment	27.2
Number	(143)

[1] Percentages reflect multiple answers.

-- *Employment Status.* 76.5 percent of the persons questioned in the telephone survey were currently employed compared with 60.7 percent employed during the contract period. This increase in employment of almost 16 percent is markedly higher than the 6.3 percent differential reported in the 1976 survey. A greater percentage of men than women were employed each time (12.2 percent and 14.9

percent), although the number of women was greater, of course, because of the greater number of women in the sample. Many more persons were employed full-time than part-time (82 percent versus 18 percent); among women the percentage of part-time employees (22.2 percent) was almost 12 points greater than among men (10.6 percent). Employment status data are shown in Table 8, Appendix C.

Table 7 shows the types of jobs which clients held during their RLS contract period and at the time of the telephone survey. It can be seen that there were decreases in unskilled laborers and paraprofessionals and a corresponding increase in professionals. The chart shows significant differences in the percentages of men and women employed in the various job categories. More women than men were employed in clerical and paraprofessional positions, while more men than women held unskilled labor, skilled labor and sales jobs. The percentage of women in professional positions was just slightly greater than that of men -- reflective, perhaps, of the clientele who chose to come to RLS. Small businesses and industries and major corporations employed the highest percentage (46.1 percent) of these workers; schools and colleges were next with 20.6 percent followed by governmental offices, health services and community agencies; 5.3 percent were self-employed. More women than men were employed in the health and education fields while more men were employed in the private sector. 54.6 percent of the clients polled said that RLS helped them make their job decisions. As in the case of educational enrollments, *goal clarification* was the most frequently cited (33.1 percent) type of help provided.

TABLE 7
Types of Jobs of RLS Clients
Telephone Survey I, Fall 1981

Category	During Contract Period (in percent)			Presently (in percent)		
	Men	Women	Total	Men	Women	Total
Unskilled labor	25.5	12.7	16.8	19.4	7.5	11.3
Skilled labor	13.7	5.4	8.1	12.9	6.8	8.7
Clerical	-0-	16.4	11.2	1.6	15.8	11.3
Paraprofessional	5.9	12.7	10.5	3.2	6.0	5.1
Professional	45.1	47.3	46.6	53.2	58.6	57.0
Sales	9.8	5.5	6.8	9.7	5.3	6.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	(51)	(110)	(161)	(62)	(133)	(195)

-- *Evaluation From A Distance.* In the last series of questions on the telephone survey, former clients were asked to reflect on their overall experience at RLS and consider whether it was beneficial in any of three areas: further education, work life and personal life. They were also asked to name the area in which they received the most help and give specific examples.

In all areas -- education, work and personal life -- more respondents than not said that being an RLS client had benefits for them. There was not a wide discrepancy among areas, although education received fewer "yesses" than the other two. When asked to state the area in which they received the most benefit, clients named work life and personal life more often than education. The difference between education and the other two categories seems consistent with the differences in the numbers of clients enrolled

in programs of study (30 percent) and the numbers employed (76.5 percent), as well as the continuing evidence of interest in careers. It may also reflect the underrepresentation of young adults in the population sampled. Over 17 percent of the former clients said they received no benefits in any of these areas. Table 8 shows how former clients responded to the questions about the benefits.

TABLE 8

Client Reflections on Benefits of RLS
Telephone Survey I, Fall 1981

Did RLS Benefit You?			
Category	Educationally	In Your Work Life	In Your Personal Life
	Percent	Percent	Percent
Yes	47.9	53.4	55.8
No	46.9	40.9	36.9
Do not know	1.5	2.1	3.0
No answer/ inappropriate answer	3.7	3.6	4.3
Total	100.0	100.0	100.0
Number	(328)	(328)	(328)

In Which Area Did You Receive The Most Benefit?	
Category	Percent
Education	16.1
Work life	24.9
Personal life	22.2
Education and work life	1.8
Work and personal life	3.0
Education and personal life	.9
All areas benefitted	5.6
No areas benefitted	17.3
No answer/inappropriate answer	8.2
Total	100.0
Number	(329)

The retrospective examples given by clients of the ways in which RLS helped them were predominantly positive. Together they form a collage of what the agency means to accomplish. "Helped me to clarify goals," the recurring theme, stands in the center. It is joined by such examples as "helped me to build self-confidence," "helped me to get a job or make a job decision," "helped me to further my education," "diagnostic testing was helpful," "learning consultant was very helpful," "helped me learn job-seeking skills and resume development," "provided moral support and encouragement," and a host of related bits and pieces. A few people commented that RLS in itself was an education; some were happy because RLS helped them to enjoy their jobs; and several reported that improving their job and academic situations helped their personal lives.

There were some neutral and some negative comments as well -- from about 18 percent of the 277 people who responded to the request for examples. Twenty-three persons said they did not get help at RLS, 16 said that their interests were not satisfied, and 10 were not pleased with their learning consultants. These comments help the agency to acknowledge that it cannot expect to be successful with every client it accepts and also that it must be continually alert to ways in which it might falter.

The telephone survey of former clients provided a wealth of information about the intentions, accomplishments and recollections of a particular group of people. Their reports have validated the purpose of RLS. It is gratifying to know that agency and clients have both continued the pursuit of the goals which brought them together during one slice of time.

Telephone Survey II. It was in the fall of 1976 that RLS conducted its first telephone survey of former clients. Five years had passed when the agency chose in 1981 to call these people again. Much had happened in the lives of both the clients and RLS since the first follow-up survey. It would be

interesting to find out what passages had occurred and what thoughts, if any, the clients had about RLS now.

The 237 former clients who were reached in 1976 had completed their RLS contracts 6 months to 2½ years ago. At the time of the second survey, the interval was 5½ to 7½ years. RLS wondered not only what these people were doing, but also where they were and how many of them it would be possible to locate.

Many clients had moved, either within the Central New York area or farther away. Callers had to use their detective skills to track them down. They talked with relatives, friends and former landlords, and made long distance calls to other areas in New York State and to Arizona and Florida as well. They were able to contact 96 clients, 40.5 percent of the 237 reached in 1976. Twenty-nine of these people were among the 58 for whom there was a complete set of data after the 1976 survey. Twenty were presented as case studies in *Impacts of Services;* ten of these will be presented with additional information in this monograph.

Of the 96 clients, 26 percent were male and 74 percent were female. Their ages, incomes and occupations reflected the difference in time since 1976. Now 60 percent were between 36 and 45; 56 percent had family incomes over $20,000 and 57 percent had professional positions. The data and the personal statements suggest a time of moving onward and upward for many in the group.

-- *The Clients As Learners.* Clients continued their educational pursuits after 1976. 61 of 95 (64.2 percent) said they had enrolled in courses during the five-year interval. This compares with 97 of 237 (40.9 percent) who were enrolled at the time of the 1976 survey and over 50 percent who took courses at some point prior to that time. Many of them completed two- or four-year degrees. Most of them attended traditional two-year or four-year colleges; five were students at Empire State College, however, and others

attended proprietary schools, company training courses and informal skill training courses. The majority were part-time students, but 36.2 percent attended full-time. In the fall of 1981, only 26 of the 96 clients (27.1 percent) were enrolled in courses. This suggests that many had achieved their occupational or degree goals, for the present at least. The interest in further education exhibited by this group of early RLS clients reflects the original emphasis of the agency on educational brokering. Table 9 charts the enrollment history of the earlier clients.

TABLE 9

Client Enrollment in Educational Programs
Fall 1976, Since 1976, Fall 1981

Category	Employment		
	Fall 1976	Since 1976	Fall 1981
	Percent	Percent	Percent
Yes	40.9	64.2	27.1
No	59.1	35.8	72.9
Total	100.0	100.0	100.0
Number	(237)	(95)	(96)

Category	Type of Enrollment		
	Fall 1976	Since 1976	Fall 1981
	Percent	Percent	Percent
Full-time	38.0	36.2	28.0
Part-time	62.0	63.8	72.0
Total	100.0	100.0	100.0
Number	(92)	(58)	(25)

-- *The Clients As Earners.* In 1976, 71.7 percent of the 237 RLS clients reached in the first telephone survey were employed. This was a 6.3 percent increase in employment of the same clients during their RLS contract period. In 1981, the employment rate for the 96 clients who were reached in the second telephone survey was 80.2 percent. Most of them (80 percent) had full-time jobs. Although the difference in the number of respondents leaves any conclusion open to challenge, the higher employment rate seems consistent with the increased age, income and education of the group. The status of client employment during each of the three periods is shown in Table 10.

TABLE 10

Client Employment Status
During Contract Period, Fall 1976, Fall 1981

Category	Employment		
	During Contract	Fall 1976	Fall 1981
	Percent	Percent	Percent
Employed	65.4	71.7	80.2
Not employed	34.6	28.3	19.8
Total	100.0	100.0	100.0
Number	(237)	(237)	(96)

Category	Type of Employment		
	During Contract	Fall 1976	Fall 1981
	Percent	Percent	Percent
Full-time	84.8	78.6	80.0
Part-time	15.2	21.4	20.0
Total	100.0	100.0	100.0
Number	(151)	(168)	(75)

As in the case of the later clients who were also surveyed in 1981, the majority (56.6 percent) of those who were employed had professional positions. A significant number (42.7 percent) were employed in businesses and industries; a small group (6.6 percent) were self-employed; the rest were employed by schools, colleges and organizations providing services to the public. The data suggest a group of people actively involved in their careers (see Table 11).

TABLE 11

Types and Locations of Jobs
Telephone Survey II, Fall 1981

Types of Jobs	
Category	**Percent**
Unskilled labor	10.5
Skilled labor	7.9
Clerical	13.2
Paraprofessional	56.6
Sales	3.9
Total	100.0
Number	(76)

Locations of Jobs	
Category	**Percent**
Community businesses	26.7
Major industries	16.0
Governmental agencies	5.3
Schools	14.7
Colleges	9.3
Health services	10.7
Community agencies	10.7
Self-employed	6.6
Total	100.0
Number	(75)

-- *Reflections of the Early Clients.* In looking back 5½ to 7½ years, most of the 96 clients surveyed answered the questions about whether RLS had benefitted them in their further education, their work lives or their personal lives. Fewer than 50 percent (33 to 46 people) gave specific examples in these areas, however. A greater number (88 of 96 people) responded to the more general question about how RLS helped. It was probably difficult for some people to recall specific details in a categorical way during a short telephone call.

More of the 96 clients (51 percent) said RLS benefitted them in their further education than in their work or personal lives. The difference between education and the other two was 9.3 percent; 41.7 percent of the clients credited RLS with benefitting them in both their work and personal lives (see Table 12). In the survey of more recent clients, these distributions were reversed; RLS was perceived as having helped in the area of work and personal lives more often than in further education. These results paralleled the changing interests of RLS clients and the corresponding changes in RLS services.

TABLE 12

Client Reflections on Benefits of RLS
Telephone Survey II, Fall 1981

Did RLS Benefit You?			
Category	Educationally	In Your Work Life	In Your Personal Life
	Percent	Percent	Percent
Yes	51.0	41.7	41.7
No	43.8	53.1	50.0
No answer/ inappropriate answer	5.2	5.2	8.3
Total	100.0	100.0	100.0
Number	(96)	(96)	(88)

The building of self-confidence and the provision of moral support and encouragement were of critical help to many of the early RLS clients. They were the most common strands in the recollection of this group, much as the clarification of goals was repeated by the more recent group. Although both kinds of help were named by both groups, the recurring themes of each period may have been reflective of the changes in adult behavior in the last decade. In the early 1970's, when the interest in returning to work or school or in changing jobs was hitting its stride, many adults were timid about entering an unfamiliar world. In the late 1970's, careerism had become prevalent, and adults anxious to move onward were uncertain about their goals.

The above generalization notwithstanding, the early RLS clients provided many individual examples of the kinds of help they received. They can better be described in selected samples than in categories. Overall, 66.7 percent of the clients gave positive examples of their RLS experiences, 8.3 percent gave no examples and 24 of the 96 people (25 percent) said they were not satisfied or did not receive help. The percentage of negative answers was 7 percent greater than in the survey of more recent clients. It may have been a function of the greater distance from RLS or of inadequacies on the part of the younger organization or both. Again, negative comments serve as a reminder that a helping agency is unrealistic if it expects plaudits from all of its clients, and it must heed its failures if it is to succeed.

The following comments summarize the views of the first group of RLS clients. The histories of ten of them are presented as case studies in Appendix D.

"I had someone to talk to to point me in the right direction. I have a career now which I did not have before. Increased self-esteem. . .my children are proud of me."

"Gave me a chance to look at options. I wasn't ready to go back to school then, but did later on."

"Went to a community college and took courses which helped in work life as well as in dealing with children at home. I recommend RLS to everyone I meet."

"Made me realize that I wasn't truly happy at what I was doing and gave me the confidence to switch careers."

"RLS taught ways to assess skills, interview for information and learn where interests lie. It didn't help with what could be done with education and where to look for work."

"Learning consultant sparked my motivation to return to school. I accomplished more because of the particular curriculum chosen, and I am now content with my job."

"RLS focused my goals and made the frustration of not being able to get a degree bearable."

"Found meaning and direction in personal endeavors and new ways to communicate with others. Gained belief in myself as a person. Employing quality counselors is the key to your success."

"Motivated me to take some courses. Gained confidence to pursue other things in personal life. Prepared resume and learned job-hunting skills."

"More idea of where interests lay. Learned more about myself. Tests, showing where my interests were, were most helpful."

"Took a course which made me eligible for a job and got a really good job. I'm really glad your program is still in effect."

The second follow-up survey of early RLS clients has provided a small but valuable longitudinal study. The 25 men and 71 women reached by telephone have helped RLS view the present from its roots. Their accomplishments and reflections

have served as a foil for the experiences of the clients who followed and a beacon for the direction of the agency.

VII

CONCLUSIONS AND CONSIDERATIONS

The coming of age of the Regional Learning Service has been accompanied by a constant coming to grips. By attending continually to the twin issues of service development and organizational development, RLS has created a brokering model that has stood the test of time. In growing with that time, it has held fast to its central mission, paid heed to what it has learned, and moved firmly toward the future. The maturation of the model has given it a new perspective.

The Model Affirmed

During an eight-year history of serving clients, the basic premises on which RLS was founded have held up. Adult learners and career changers frequently need a place to go for information, advice and support. The information must be accurate and pertinent, the advice reliable and suitable, and the support dependable and available. Most adults contemplating a change have a built-in motivation. Once they are pointed in the right direction, they can proceed on their own.

The RLS model recognizes and responds to these needs and characteristics of adults. Through its network of learning consultants, it provides a client-centered service that is free from bias, flexible and able to serve a diverse clientele. The evaluation studies have shown that clients who consult with RLS become more clear about their goals, better informed about their options and better able to take action.

Lessons Learned

Experience is the best teacher for organizations, just as it is for individuals. The experience of developing a new service taught RLS many lessons, large and small. They applied to every aspect of the ever-evolving agency. Some relate more specificially to the service itself.

- The idea of choosing a staff of part-time counselors has proved to be sound. The diversity and flexibility of the learning consultant network has allowed RLS to match clients and learning consultants with care.
- Process skills are more important than content expertise in working with RLS clients. In order to enable others, counselors must be good facilitators.
- Counselors chosen for one purpose are not necessarily as competent for another. Originally all RLS learning consultants were selected for their ability to counsel individual clients. Not all of these people were comfortable with or proficient in meeting with small groups or conducting workshops. As RLS expanded its services to include contracts with agencies and businesses, it had to add another element of diversity to the staff.
- An ongoing program of in-service training is vital. One of the most lamented outcomes of decreased funds is a decrease in training sessions. Although learning consultants, who are paid by the hour, now volunteer their time for quarterly training sessions, the program does not have the cohesion and continuity it once enjoyed. The result is a certain amount of fragmentation.
- Internal accountability is important. In the early years, learning consultants were as diverse in their attention to paperwork as they were in other ways. Although it was not accomplished without pressure uncharacteristic of RLS, learning consultants have seen the necessity of collecting statistics and submitting reports, and the value of ongoing evaluation. The result has been a much smoother and answerable operation.
- Individual attention is important to RLS clients. Several attempts have been made to add group counseling to the RLS service. None has succeeded as yet.
- Individual attention is enhanced by a tailor-made approach. Originally, learning consultants relied primarily

on selected standardized instruments to assess their clients' needs, abilities and interests. Now they draw from a wide range of resources that include not only the standardized inventories but also a variety of exercises and activities, a number of which have been developed by RLS staff. These resources can be combined and adapted in different ways to suit each client's need.

- Up-to-date information about local job opportunities is difficult to get. This is a perennial frustration for RLS staff and an occasional one for clients.
- As economic conditions have worsened, the issue of examining goals has become increasingly important. In the mid-1970's many clients came to RLS full of dreams and high hopes; RLS encouraged them to shoot for the moon. Now clients are likely to be more pragmatic; RLS tries to help them set sights that are realistic while remembering, too, that "if dreams die, life is a broken-winged bird that cannot fly."-Langston Hughes

The Institutionalization of an Innovative Idea

The RLS model has helped to establish the concepts and practices of educational brokering at federal, state and local levels. The idea of an impartial, intermediary service for adult learners has been embraced by national foundations, the Fund for the Improvement of Postsecondary Education and the College Entrance Examination Board which have funded numerous demonstration projects. It has been incorporated in federal legislation and state plans for Education Information Centers. It has been nurtured and promoted by the National Center for Educational Brokering, an organization founded and administered by Francis U. Macy, Director, and Donn F. Vickers, Associate Director, who held these same positions at the Regional Learning Service until 1977.

The idea has been put into practice in many quarters -- in other brokering agencies, in libraries, in a host of community agencies, in public colleges, in adult education programs and

even in some businesses and industries. In New York State, six pilot sites are participating in the development of a statewide, library-based Educational Information Centers Program. The Regional Learning Service and the Onondaga County Public Library System have joined hands to demonstrate a collaborative effort in this program. The staffs of 18 other New York State libraries will soon receive training in the delivery of EIC-type services. Although its progress has been stymied by lack of funds, the EIC movement has been an impressive derivative of the RLS model and a tribute to the work of the National Center for Educational Brokering.

The RLS idea has been made most manifest in Central New York itself. Here the brokering service has become part of the fabric of its own community. Modified by experience and improved upon by its errors, the RLS model has become an established presence in the place where it was born. Although educational institutions have not supported it financially as it was hoped they would, they have appreciated its services and worked cooperatively in many ways. RLS has stimulated the development of allied programs in the area and inspired duplication of some features.

There is no question that brokering services to adult learners and career-changers are now being practiced in many settings. The questions for RLS now are ones of survival and growth. Can the agency build a sufficient base of support to stay alive? What are the key elements to be kept as it makes further revisions? What can it give up without destroying its essence? As social and economic factors change, can RLS continue to move with the times -- being alert to emerging needs, reaching out to new target groups and keeping pace with the new technology? These are the questions which RLS is addressing as it wrestles with the future.

A Reflective Note

The need was never greater and the problems were never tougher. The increasing demand for RLS services and the state

of the economy in 1982 are at odds with each other. Can RLS get over the hurdle which it faces now, or -- as Steve Bailey warned they might -- will the economics finally turn out to be non-workable?

The will and the spirit remain. The current staff and Board of RLS are no less dedicated than the eager band who embarked on the grand adventure in 1974. The joys of discovery and accomplishment during the nine-year journey have been infectious. The outcomes for clients have been satisfying. RLS knows that its services make a difference. It will press on to the future, therefore, sustained by the past and inspired by the dream of what might yet be.

APPENDIX A

LEARNING CONSULTANT SELF-ASSESSMENT INSTRUMENT

Name: _____ Date: _____

REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK, INC.

LEARNING CONSULTANT SELF-ASSESSMENT

May 1980

COUNSELING COMPETENCY

Listed below are 20 competencies thought to be important for effective performance as an NLS Learning Consultant. Please read each competency statement carefully. Then rate yourself as to the level at which you believe you possess each competency.

COMPETENCIES	I possess this competency at a level which is:		
	Unsatisfactory to me.	Satisfactory for my job, but I desire to develop it further.	Fully satisfactory to me.
I. Establishing the Counseling Relationship			
1. To make initial contact with a client in a way that will foster an environment of comfort and trust.			
2. To structure the six-hour counseling model to respond effectively to the client's particular needs and goals.			
3. To assess the counseling progress on a continuing basis and make appropriate changes as indicated.			
4. To recognize needs which cannot be met by NLS and recommend appropriate action.			
II. Client Self-Assessment			
5. To assist the client in the selection of counseling goals to be addressed in the six-hour model.			
6. To facilitate the client's self-exploration and understanding through careful questioning, listening and responding.			

COMPETENCIES	I possess this competency at a level which is:		
	Unsatisfactory to me.	Satisfactory for my job, but I desire to develop it further.	Fully satisfactory to me.
7. To assist the client's assessment of values, interests and skills through appropriate use of exercises, tests and discussions.			
8. To identify accurately a client's informational needs.			
III. Exploring Resources and Gathering Information			
9. To assist the client to utilize the Resource Center.			
10. To assist the client to gather information and explore resources not found in the Resource Center.			
11. To assist the client to make contacts for information interviews.			
12. To inform the client about appropriate community services, educational programs and training opportunities.			
IV. Decision-Making and Action			
13. To assist the client to consider alternative courses of action based on information acquired.			
14. To help the client determine how to make an informed decision.			
15. To help the client develop short- and long-range objectives to meet desired goals.			
16. To help the client evaluate a decision and make alternative ones if necessary.			

COMPETENCIES	I possess this competency at a level which is.		
	Unsatisfactory to me.	Satisfactory for my job, but I desire to develop it further.	Fully satisfactory to me.
V. Referral and Advocacy			
17. To make referrals which are responsive to a client's needs in a manner which communicates to the client a genuine interest and clear understanding.			
18. To take action necessary to further the interests of individual clients, such as advocating financial support, paving the way for an interview, recommending approval of a proposed program of study, etc.			
VI. Record-keeping and Evaluation			
19. To keep accurate and timely records of counseling sessions, client progress and basic demographic data for counseling and agency purposes.			
20. To encourage the client to give verbal and written feedback in order to determine counseling effectiveness.			

COUNSELING INFORMATION

Please rate yourself as to your level of knowledge regarding each of the items listed below.

	I have knowledge of the following information and resources at a level which is:		
	Unsatisfactory to me.	Satisfactory for my job, but I desire more.	Fully satisfactory to me.
1. LC Counseling File			
2. Career/Vocational Interest Surveys			
3. Job Seeking Books and Materials			
4. Resume Writing			
5. Job Interviewing			
6. Educational Resources and Connections			
7. Financial Aid			
8. Career Information Resources on Specific Fields			
9. Vocational Training Options			
10. External Degree Programs			
11. Alternative Careers and Lifestyles			
12. Career Counseling Concepts and Theories			
13. Women and Career Sources			
14. Related Community Agencies			
15. Other LC's Special Interests and Expertise			
16. Other			

COUNSELING STYLE

Please reflect on your counseling experience during the past year and answer the following questions.

1. How would you describe your counseling style? In what ways has it changed during the past year?

2. What new books, exercises, tests, resources, etc. that you have used in the past year have you found to be effective?

3. What indicators do you use to evaluate the success of your counseling?

APPENDIX B

DATA COLLECTION INSTRUMENTS

REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK, INC.

Inquiry Form

Date_____ Client No. _____

Hour_____

Mail_____

NAME_____

ADDRESS_____ COUNTY_____

CITY_____ ZIP CODE_____

HOME PHONE_____ WORK PHONE_____

AGE_____ SEX_____ PLACE OF EMPLOYMENT/UNION_____

REASON/S FOR CONTACTING RLS: Career Planning Education (Secondary, Post-Secondary, Graduate) Testing Financial Aid Proprietary/Skill Planning RLS Information

Other _____ Agency Referred to:_____

Specific questions/problems/goals_____

_____

HOW CONTACT RLS: Phone Letter Brochure Walk-In VA Other_____

HOW HEARD OF RLS: Newspaper_____ Radio_____ TV_____
(name) (station) (station)

Client RLS Staff Member Friend/Relative Employer Library

Agency/Institution_____ Other_____
(name)

INFORMATION SENT: Date_____ Brochure Consulting Agreement Other _____

FURTHER ACTION NEEDED: _____

_____

_____

Done___ Date___ By:_____

INFORMATION SESSION APPOINTMENT: _____ _____
(date) (time)

_____
(Person Handling Initial Inquiry)

REV: 1/81

rls

90

INFORMATION SESSION DATA

Name _____ DATE _____ LEARNING CONSULTANT _____

Please answer the following questions:

1. What meeting time do you prefer? ☐ Daytime 9 AM-5 PM ☐ Evening 5 PM-9 PM

2. RLS provides three different services which are indicated below. Please indicate the areas you would like to work on with a learning consultant.

   ☐ Educational Counseling ☐ Career Counseling ☐ Job-Seeking Skills

   Specifically, I would like RLS to help me with _____

   _____

3. For statistical purposes and for guidance in assigning clients and learning consultants, RLS would like to have the information listed below. We ask you to provide this information with the understanding that it is given voluntarily and that it will be kept strictly confidential. Please use the additional space to indicate any other factors important to you in the assignment of a learning consultant.

   AGE _____ SEX _____ PLACE OF EMPLOYMENT/UNION _____

   RACE (Circle One): White Black Hispanic Native American Asian Other

   (Other Factors) _____

   _____

FOR OFFICE USE ONLY:

Observations/Recommendations of L.C. _____

_____

_____ L.C. _____

Fee Paid $_____ Contract Dates _____

Learning Consultant Assigned _____ Date _____

(Inc.Factor _____)

#_____

REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK

CLIENT DATA FORM

NAME_____ HOME PHONE_____

ADDRESS_____

CITY_____ ZIP CODE_____

COUNTY_____ WORK PHONE_____

Age _____ Sex_____ Married_____ Single_____ Number in Family_____

Race: (Circle One): White Black Hispanic Native American Asian Other

Income: (Circle One): Under $9,999 $10,000-$19,000 $20,000-$39,000 $40,000 & over

EDUCATION (Circle Highest Grade Completed)

Elementary 1 2 3 4 5 6 7 8 High School 1 2 3 4
College 1 2 3 4 Graduate School 1 2 3 4

Indicate the last year enrolled in each: _____

Elementary _____ High School _____
College _____ Graduate School _____

Other Education (If so, give example)

Skills/Occupation Training_____

Self-Enrichment_____

OCCUPATION

Present Occupation_____Duration_____

Place of Employment/Union_____

Previous Occupation_____Duration_____

SERVICE(S) REQUESTED

Secondary _____ Career Counseling _____

Post-Secondary _____ Prep/Skill Training _____

Graduate School _____ Personal Counseling _____

Other_____

Date_____ _____
Learning Consultant

1/91

92

Regional Learning Service of Central New York
405 Oak Street, Syracuse, New York 13203

/ _____

CLIENT EVALUATION FORM
Individual Consultation

The Regional Learning Service is continually trying to improve its services to clients. We would appreciate a few minutes of your time to answer the following questions. You may return this information to us in the envelope provided.

1. Contacting your learning consultant was:

   a. usually easy
   b. sometimes easy
   c. usually difficult

2. Did you feel your learning consultant was someone who understood and responded well to you?

   a. most of the time
   b. some of the time
   c. seldom

3. The consulting fee was:

   a. too much
   b. too little
   c. about right

4. Was your contract period with RLS:

   a. about right
   b. not long enough

5. The length of each session was:

   a. adequate
   b. not long enough
   c. too long

6. How did you expect RLS to help you?

   a. establish some goals and priorities
   b. educational counseling
   c. high school diploma
   d. New York State External High School Diploma Program
   e. proprietary/skill training
   f. career counseling
   g. personal counseling
   h. information and referral
   i. diagnostic testing
   j. don't remember
   k. other: _____

7. What specific decisions did you make as a result of your RLS consultation?

   a. enrolled in educational institution, course, or program
      Where? _____; ___ full-time; ___ part-time

   b. changed your employment status
      Please describe: _____

   c. other: _____

8. In what specific ways did your learning consultant assist you?

   a. assisted in goal clarification
   b. provided educational counseling
   c. provided career counseling
   d. provided personal counseling
   e. provided moral support/encouragement
   f. provided general information and resources
   g. referred to other agencies for counseling/assistance
   h. provided diagnostic testing
   i. no assistance
   j. other: _____

9. What factor(s) would you consider when assigning a learning consultant?

10. How could RLS improve its services to you?

11. Are there any comments you would like to make regarding the effectiveness of the RLS service in relation to your expectations?

_____ _____

Name Date

1/77

Regional Learning Service of Central New York
405 Oak Street, Syracuse, New York 13203

#____

LEARNING CONSULTANT EVALUATION - INDIVIDUAL CONSULTATION

Please complete the following questions and return promptly to Joan Kordalewski

Client Name: _____ Sessions Attended: _____

1. Number of sessions was:

   a. adequate
   b. not enough
   c. too many

2. Length of sessions was:

   a. adequate
   b. not long enough
   c. too long

3. What were your client's initial stated objectives?

   a. client wanted to explore goals
   b. client wanted educational counseling/planning
   c. client wanted to enroll in ESEA program
   d. client wanted to enroll in a specific post-secondary program/institution
   e. client wanted career counseling
   f. client wanted to acquire ability/skill in a particular area
   g. client wanted personal counseling
   h. client objectives not stated
   i. other _____

4. What were client's goals as they emerged?

   a. goals remained unchanged
   b. client's need changed to personal counseling
   c. goal changed to need for self-improvement in a specific area
   d. client decided to change career plans
   e. client decide. to change educational plans
   f. other _____

5. What goals were accomplished at the end of the consultation?

   a. client enrolled in a course or academic program
      (Where? _____; ___ full-time; ___ part-time)
   b. client's employment status changed

      1) client left job to return to school
      2) client decided to work on a part-time/full-time basis
      3) client got a job
      4) client got another job/better job
      5) client joined armed forces
      6) client no longer employed
      7) other _____

6. List the names of specific agencies, institutions or services you referred your client to. (Please do not include RLS services or staff in this question.)

7. Check RLS materials/staff used with client:

   a. other LC
   b. other RLS staff
   c. didn't involve anyone else in consultation
   d. Resource Center
   e. assessment team/materials
   f. diagnostic materials
   g. didn't use RLS resources

8. Were there attitudinal changes that took place in your client as a result of the consultation?

   a. yes (Please explain)_____
   b. no

9. Are there any comments you would like to make regarding your effectiveness as a consultant or regarding the effectiveness of RLS services?

_____ _____

Learning Consultant Date

1/77

TELEPHONE SURVEY I

NEW FORMER CLIENTS

Client Name _____ Client Code No. _____

Hello, this is _____and I'm calling for the Regional Learning Service. The Regional Learning Service is conducting a study of its services to clients, and we would like to ask you a few questions. Can you help us, please?

1) You became an RLS client in _____. (This should be filled in before starting questioning)

Can you recall your main reason for visiting RLS?

1. Establish some goals and priorities ____
2. Educational Counseling _____
3. High School Diploma _____
4. External High School Diploma _____
5. Proprietary/Skill Training _____
6. Career Counseling _____
7. Personal Counseling _____
8. Information and Referral _____
9. Diagnostic Testing _____
10. Don't Remember _____
11. Other _____
_____
_____

1. _____

2) Did you contact any school, college or other institution as a result of information provided by RLS?

1. Yes _____
2. No _____

3. If yes, which institutions? _____
_____

2. _____

3. _____

3) Did you enroll in any educational or training course or program during the past year?

1. Yes _____
2. No _____ (If no, go on to question #4)
3. If yes, where _____
4. What course or program? _____
5. Was it full-time _____
part-time _____

4. _____

5. _____
6. _____
7. _____

(Over)

4) Are you presently enrolled in any educational or training course or program?

1. Yes _____ 6. _____
2. No _____ (If no, go on to question #5)
3. If yes, where? _____ 9. _____
4. What course or program? _____ 10. _____
5. Is it full-time _____ 11. _____
part-time _____

(Ask this question if yes was answered in either question #3 or #4; if not, go to question #7)

5) What was/is your purpose for enrolling in the course or program? 12. _____

1. Occupationally related _____
2. Degree/diploma certificate ____
3. Self-enrichment _____
4. Other (specify) _____
_____

6) Did your experience at RLS help you decide to enroll in this course/program?

1. Yes _____ 13. _____
2. No _____ (If no, go on to question #7)
3. In what way did it help you? _____ 14. _____
_____

7) May I ask your age (present age)? _____ 15. _____

8) Were you employed during your RLS contract period?

1. Yes _____ 16. _____
2. No _____ (If no, go on to question #9)
3. If yes, where? _____ 17. _____
4. What was your job at that time? _____ 18. _____
_____
5. Was it full-time _____ ___ 19. _____
part-time _____

9) Are you presently employed?

1. Yes _____ 20. _____
2. No _____ (If no go on to question #12)
3. If yes, where? 21. _____
4. What is your present job? _____ 22. _____
5. Is it full-time _____ 23. _____
part-time _____

10) May I ask your family income range? 24. _____

Under $9,999 _____
$10,000-19,999 _____
$20,000-39,999 _____
$40,000 and over _____
Don't know _____
Not willing to respond _____

11) Did your experience at OLS help you make any job decisions? 25. _____

1. Yes _____
2. No _____
3. Can you explain? _____ 26. _____

12) As you look back, do you believe that being an OLS client had benefits to you in any of the following areas:

1. Your further education? 27. _____

Yes _____
No _____
Don't know _____
Please explain _____ 28. _____

2. Your work life? 29. _____

Yes _____
No _____
Don't know _____
Please explain _____ 30. _____

3. Your personal life? 31. _____

Yes _____
No _____
Don't know _____
Please explain _____ 32. _____

4. In which area did you receive the most benefit? _____ 33. _____

Please explain why _____ 34. _____

Thank you for your time. You've been very helpful.

A/01

TELEPHONE SURVEY II

OLD FORMER CLIENTS

Client Name _____ Client Code No. _____

Hello, this is _____, and I'm calling for the Regional Learning Service in Syracuse. You were an RLS client some years ago and were helpful in answering a few questions about RLS services at one time. We are conducting a follow-up study of our early clients now and we would like to ask you a few more questions. Can you help us again?

1) You became an RLS client in _____. (This should be filled in before starting questioning)

Have you enrolled in any educational or training course since 1976?

1. Yes _____
2. No _____ (go on to question #2)
3. If yes, where? _____
4. What course or program? _____
5. Was it full-time _____
   part-time _____

1. _____
2. _____
3. _____
4. _____
5. _____

2) Are you presently enrolled in any educational or training course or program?

1. Yes _____
2. No _____ (go on to question #3)
3. If yes, where? _____
4. What course or program? _____
5. Is it full-time _____
   part-time _____

6. _____
7. _____
8. _____

(Ask this question if yes was answered in either question #1 or #2; if not, go to question #4)

3) What was/is your purpose for enrolling in the course or program?

1. Occupationally related _____
2. Degree/diploma/certificate _____
3. Self-enrichment _____
4. Other (please specify) _____

9. _____

4) May I ask your age (present age) ? _____

10. _____

(See other side)

5) Are you presently employed? 11. _____

1. Yes _____
2. No _____ (go on to question #6)
3. If yes, where? _____ 12. _____
4. What is your present job? _____ 13. _____
5. Is it full-time _____ 14. _____
part-time _____

6) May I ask your family income range? 15. _____
(X appropriate answer)
Under 9,999 _____
10,000-19,999 _____
20,000-39,999 _____
40,000 and over _____
Don't know _____
Not willing to respond _____

7) As you look back, do you believe that being an RLS client had benefits to you in any of the following areas:

1. Your further education? 16. _____
Yes _____
No _____
Please explain _____ 17. _____

2. Your work life? 18. _____
Yes _____
No _____
Please explain _____ 19. _____

3. Your personal life? 20. _____
Yes _____
No _____
Please explain _____ 21. _____

4. In which area did you receive the most benefit? _____ 22. _____
Why? _____ 23. _____

THANK YOU FOR YOUR HELP.

A/01

APPENDIX C

TABLES

TABLE 1
Demographic Profile of RLS Clients
February 1977 - January 1981

Category	Percent Clients for Each Year				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
Age Range					
16-21 years	8.8	4.8	5.0	9.2	6.8
22-25 years	19.3	19.7	16.8	4.3	17.0
26-35 years	41.0	43.8	45.5	42.9	43.7
36-45 years	19.3	16.9	21.9	20.7	20.0
46-55 years	9.9	13.3	8.7	10.1	10.4
56-65 years	1.7	1.2	2.1	2.8	2.0
Over 65 years	-0-	.3	-0-	-0-	.1
Total	100.0	100.0	100.0	100.0	100.0
Number	(181)	(331)	(424)	(434)	(1,370)
Sex					
Male	28.9	35.4	28.6	31.4	31.2
Female	71.1	64.6	71.4	68.6	68.8
Total	100.0	100.0	100.0	100.0	100.0
Number	(197)	(342)	(434)	(462)	(1,435)
Marital Status					
Married	43.8	46.9	43.3	39.8	43.1
Single	44.4	48.7	53.4	56.3	52.2
Once married, now not	11.8	4.4	3.3	3.9	4.7
Total	100.0	100.0	100.0	100.0	100.0
Number	(144)	(318)	(416)	(414)	(1,292)

Category	Percent Clients for Each Year				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
Race					
Black	3.0	2.5	1.0	.5	1.5
White	97.0	96.9	98.4	98.8	98.0
Native American	-0-	.3	.3	.2	.2
Spanish	-0-	.3	.3	-0-	.1
Oriental	-0-	-0-	-0-	.5	.2
Total	100.0	100.0	100.0	100.0	100.0
Number	(168)	(318)	(390)	(409)	(1,285)
County of Residence					
Cayuga	1.0	1.5	.7	-0-	.7
Cortland	-0-	.3	.5	.2	.3
Madison	1.5	3.3	2.5	4.8	3.3
Onondaga	90.4	88.3	91.7	87.9	89.6
Oswego	4.6	2.6	1.8	2.6	2.6
Other	2.5	3.5	2.8	4.5	3.5
Total	100.0	100.0	100.0	100.0	100.0
Number	(197)	(338)	(433)	(461)	(1,429)

Category	Percent Clients for Each Year				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
Family Income					
Under $8,000	32.8	28.3	26.5	25.9	27.5
$8,000-$15,000	31.3	34.3	36.6	32.6	34.2
$15,000-$20,000	14.2	15.4	14.5	17.0	15.5
Over $20,000	21.7	22.0	22.4	24.5	22.8
Total	100.0	100.0	100.0	100.0	100.0
Number	(134)	(309)	(385)	(371)	(1,190)
Education					
3-8 years	.7	- 0 -	.2	.5	.3
9-11 years	3.4	1.9	1.2	2.1	1.9
H.S. diploma	28.4	25.0	22.8	21.8	23.7
1-3 years college	29.7	25.0	22.8	23.3	24.3
4 years college	22.3	32.5	31.7	31.6	30.8
Graduate work	15.5	15.6	21.3	20.7	19.0
Total	100.0	100.0	100.0	100.0	100.0
Number	(148)	(320)	(413)	(421)	(1,302)

Category	Percent Clients for Each Year				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
Occupation					
Professional	21.0	27.3	26.4	25.0	25.6
Small business manager, lower level government	3.1	6.8	10.4	9.0	8.2
Semi-professional or technician	5.4	7.9	5.5	3.1	5.3
Paraprofessional	8.5	8.2	7.4	6.2	7.3
Salesman, bookkeeper, secretary, office worker	36.4	24.2	25.3	29.8	27.7
Skilled worker or craftsman	.8	2.4	2.2	5.0	3.0
Semi-skilled worker	3.1	4.8	3.6	3.6	3.8
Service worker	2.3	3.8	3.8	5.9	4.3
Unskilled worker	7.0	6.5	4.4	3.1	4.8
Student	2.3	1.7	5.5	4.2	3.8
Home manager	10.1	6.1	5.5	4.8	6.0
Retired	-0-	.3	-0-	.3	.2
Total	100.0	100.0	100.0	100.0	100.0
Number	(129)	(293)	(364)	(356)	(1,142)

TABLE 2
Comparison of Demographic Profiles
February 1977 - January 1981
Versus
January 1974 - January 1977

Category	Percent Clients	
	Feb. 77-Jan. 81	Jan. 74-Jan. 77
Age Range		
16-21 years	6.8	11.4
22-25 years	17.0	19.3
26-35 years	43.7	35.6
36-45 years	20.0	20.2
46-55 years	10.4	10.8
56-65 years	2.0	2.5
Over 65 years	.1	.2
Total	100.0	100.0
Number	(1,370)	(590)
Sex		
Male	31.2	34.5
Female	68.8	65.5
Total	100.0	100.0
Number	(1,435)	(682)
Marital Status		
Married	43.1	51.7
Single	52.2	37.9
Once married, now not	4.7	10.4
Total	100.0	100.0
Number	(1,292)	(393)

Category	Percent Clients	
	Feb. 77 - Jan. 8	Jan. 74- Jan. 77
Race		
Black	1.5	7.1
White	98.0	92.0
Native American	.2	.7
Spanish	.1	-0-
Oriental	.2	.2
Total	100.0	100.0
Number	(1,285)	(573)
County of Residence		
Cayuga	.7	4.1
Cortland	.3	5.9
Madison	3.3	5.3
Onondaga	89.6	76.3
Oswego	2.6	4.3
Other	3.5	4.1
Total	100.0	100.0
Number	(1,429)	(681)

Category	Percent Clients	
	Feb. 77-Jan. 81	Jan. 74-Jan. 77
Family Income		
Under $8,000	27.5	40.9
$8,000-$15,000	34.2	31.8
$15,000-$20,000	15.5	14.1
Over $20,000	22.8	13.2
Total	100.0	100.0
Number	(1,190)	(340)
Education		
3-8 years	.3	1.0
9-11 years	1.9	8.3
High school diploma	23.7	31.5
1-3 years college	24.3	29.9
4 years college	30.8	18.5
Graduate work	19.0	10.8
Total	100.0	100.0
Number	(1,302)	(492)

Category	Percent Clients	
	Feb. 77-Jan. 81	Jan. 74-Jan. 77
Occupation		
Professional	25.6	17.5
Small business manager, lower level government	8.2	4.5
Semi-professional or technician	5.3	11.0
Paraprofessional	7.3	8.2
Salesman, bookkeeper, secretary, office worker	27.7	16.4
Skilled worker or craftsman	3.0	6.8
Semi-skilled worker	3.8	6.5
Service worker	4.3	6.2
Unskilled worker	4.8	3.7
Student	3.8	6.2
Home manager	6.0	13.0
Retired	.2	-0-
Total	100.0	100.0
Number	(1,142)	(469)

TABLE 3
Demographic Profile of RLS Clients
February 1977 - January 1981
Men Versus Women

Category	Percent Clients for Each Year									
	Feb. 77-Jan. 78		Feb. 78-Jan. 79		Feb. 79-Jan. 80		Feb. 80-Jan. 81		Total Years	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Clients										
Percent	28.9	71.1	35.4	64.6	28.6	71.4	31.4	68.6	31.2	68.8
Number	(57)	(140)	(121)	(221)	(124)	(310)	(145)	(317)	(447)	(988)
Age Range										
16-21 years	18.7	5.3	3.4	5.6	7.6	3.9	13.1	7.4	9.5	5.6
22-25 years	31.2	15.0	17.0	21.0	18.5	16.1	16.8	13.1	19.0	16.1
26-35 years	29.2	45.1	52.5	39.1	44.5	45.9	44.5	42.1	45.0	43.1
36-45 years	14.6	21.0	11.0	20.2	20.2	22.6	18.3	21.9	16.4	21.6
46-55 years	6.3	11.3	13.6	13.1	8.4	8.9	5.1	12.5	8.5	11.3
56-65 years	-0-	2.3	1.7	.9	.8	2.6	2.2	3.0	1.4	2.3
Over 65 years	-0-	-0-	.8	-0-	-0-	-0-	-0-	-0-	.2	-0-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(48)	(133)	(118)	(213)	(119)	(305)	(137)	(297)	(422)	(948)

Demographic Profile, Men Versus Women

Category	Percent Clients for Each Year									
	Feb. 77-Jan. 78		Feb. 78-Jan. 79		Feb. 79-Jan. 80		Feb. 80-Jan. 81		Total Years	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Marital Status										
Married	40.5	44.9	57.7	41.1	44.5	42.8	48.9	35.6	49.3	40.3
Single	56.8	40.2	39.6	53.6	53.8	53.2	49.6	59.4	48.7	53.7
Once married, now not	2.7	14.9	2.7	5.3	1.7	4.0	1.5	5.0	2.0	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(37)	(107)	(111)	(207)	(117)	(299)	(133)	(281)	(398)	(894)
Race										
Black	-0-	4.2	3.5	2.0	.9	1.1	-0-	.7	1.3	1.7
White	100.0	95.8	95.7	97.5	98.2	98.5	100.0	98.2	98.3	97.8
Native American	-0-	-0-	-0-	.5	.9	-0-	-0-	.4	.2	.2
Spanish	-0-	-0-	-0-	-0-	-0-	.4	-0-	-0-	-0-	.1
Oriental	-0-	-0-	.8	-0-	-0-	-0-	-0-	.7	.2	.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(48)	(120)	(115)	(203)	(113)	(277)	(133)	(276)	(409)	(876)

Demographic Profile, Men Versus Women

Category	Percent Clients for Each Year									
	Feb. 77-Jan. 78		Feb. 78-Jan. 79		Feb. 79-Jan. 80		Feb. 80-Jan. 81		Total Years	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
County of Residence										
Cayuga	.0	1.4	2.5	.9	.8	.7	.0	.0	.9	.6
Cortland	.0	.0	.8	.0	.8	.3	.7	.0	.7	.1
Madison	1.8	1.4	4.2	2.8	4.8	1.6	4.8	4.7	4.3	2.8
Onondaga	91.2	90.0	87.5	89.4	89.5	92.6	87.6	88.0	88.5	90.0
Oswego	7.0	3.6	2.5	2.8	2.5	1.6	2.1	2.9	2.9	2.5
Other	.0	3.6	2.5	4.1	1.6	3.2	4.8	4.4	2.7	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(57)	(140)	(120)	(218)	(124)	(309)	(145)	(316)	(446)	(983)
Family Income										
Under $8,000	36.4	31.7	23.3	31.0	24.7	27.2	23.5	27.0	25.0	28.6
$8,000-$15,000	33.3	30.7	38.9	32.0	40.0	35.3	33.9	32.0	37.1	32.9
$15,000-$20,000	12.1	14.8	12.6	16.7	13.2	15.2	23.5	14.0	16.2	15.1
Over $20,000	18.2	22.8	25.2	20.3	22.1	22.4	19.1	27.0	21.7	23.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(33)	(101)	(103)	(197)	(113)	(272)	(115)	(256)	(364)	(826)
Education										
1-8 years	.0	.9	.0	.0	.0	.3	.8	.3	.2	.3
9-11 years	5.4	2.7	.9	2.4	2.5	.7	.8	2.8	1.8	2.1
High school diploma	16.2	32.4	21.4	26.9	18.3	24.5	18.8	23.3	19.1	25.6
1-3 years college	37.9	27.1	25.0	25.0	20.0	23.8	23.3	23.3	24.2	24.3
4 years college	21.6	22.5	35.7	30.8	33.0	31.2	33.8	30.5	33.0	29.8
Graduate work	18.9	14.4	17.0	14.9	26.1	19.5	22.5	19.8	21.7	17.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(37)	(111)	(112)	(208)	(115)	(298)	(133)	(288)	(397)	(905)

TABLE 4

How Clients Heard of and Contacted RLS
February 1977 - January 1981

Category	Percent Clients for Each Year				
	Feb. 77-Jan. 78	Feb. 78-Jan. 79	Feb. 79-Jan. 80	Feb. 80-Jan. 81	Total Years
How Heard of RLS					
Newspaper	13.3	9.2	4.8	8.7	8.2
Radio	.6	2.4	1.0	1.4	1.4
Television	7.8	5.5	4.5	4.9	5.3
Client	3.3	2.1	4.5	4.3	3.7
Learning consultant	4.4	4.6	5.0	6.5	5.3
Friend/relative	28.9	39.8	43.9	42.7	40.6
Employer	1.7	1.5	2.2	1.3	1.7
Other	40.0	34.9	34.1	30.2	33.8
Total	100.0	100.0	100.0	100.0	100.0
Number	(180)	(327)	(419)	(447)	(1,373)
How Contacted RLS					
Phone	75.0	79.8	81.3	81.2	80.0
Letter	1.1	-0-	1.2	.4	.6
Brochure	5.7	.9	2.5	1.8	2.3
Walk-in	17.7	15.5	11.3	12.7	13.6
Other	.5	3.8	3.7	3.9	3.4
Total	100.0	100.0	100.0	100.0	100.0
Number	(192)	(341)	(434)	(458)	(1,425)

TABLE 5
Client Expectations of RLS Services
February 1977 - January 1981
Versus
January 1974 - January 1977

Category	Percent[1]	
	Jan. 74-Feb. 77	Feb. 77-Jan. 81
Establish goals and priorities	64.6	18.0
Educational counseling	24.3	16.9
High school diploma	.7	21.6
Proprietary/skill training	.2	1.0
Career counseling	60.3	25.2
Information and referral	14.3	5.6
Diagnostic testing	7.0	5.9
Job search assistance (specifications, resume-writing, interviewing techniques)	3.5	.7
Financial aid	-0-	.3
Personal counseling	5.4	2.0
Other	2.5	.7
Unclear, don't remember	.3	2.3
Inappropriate/no answer	.4	7.6
Number	(673)	(306)

[1] Percentages reflect multiple answers.

TABLE 6

Places or Programs in which Clients Enrolled End of Contract versus Fall 1981

Category	Percent Enrolled		
	Enrollment Decisions		Current Enrollment
	Client Report[1]	LC Report[2]	Fall 1981[3]
Adult education program	13.4	13.4	16.8
Graduate/professional school	1.9	- 0 -	- 0 -
Four-year institution	32.5	42.0	56.2
Two-year institution	33.7	31.6	22.5
Proprietary school	9.6	4.3	3.4
Non-traditional postsecondary program	8.9	8.7	1.1
Total	100.0	100.0	100.0
Number	(157)	(253)	(89)

[1] From client evaluations at end of contract.

[2] From learning consultant evaluations at end of contract.

[3] From follow-up telephone survey several years later.

TABLE 7

Client Enrollment in Educational Institutions or Programs
Telephone Survey I, Fall 1981

Present Enrollment	
Category	**Percent**
Yes	30.0
No	70.0
Total	100.0
Number	(322)

Type of Enrollment	
Category	**Percent**
Full-time	41.5
Part-time	58.5
Total	100.0
Number	(82)

Place of Enrollment	
Category	**Percent**
Adult education program	16.8
Four-year institution	56.2
Two-year institution	22.5
Proprietary school	3.4
Non-traditional postsecondary institution	1.1
Total	100.0
Number	(89)

TABLE 8

Client Employment Status
During and After RLS Contract Period
Telephone Survey I, Fall 1981

Employment		
Category	**During RLS Contract Period (in percent)**	**At Time of Telephone Survey (in percent)**
Employed	60.7	76.5
Not employed	39.3	23.5
Total	100.0	100.0
Number	(328)	(328)

Type of Employment		
Category	**During RLS Contract Period (in percent)**	**At Time of Telephone Survey (in percent)**
Full-time	81.8	82.0
Part-time	18.2	18.0
Total	100.0	100.0
Number	(198)	(244)

APPENDIX D

CASE STUDIES OF RLS CLIENTS

CLIENT A

Sex:	Male
Service Requested:	Career Counseling

	October 1975	Fall 1976	Fall 1981
Age	35	36	41
Family Income	$15,000-$20,000	N/A	$20,000-$39,999
Education	Master's in Education	Same	Additional graduate work
Occupation	Hospital department head	Student counselor in community college	Director of co-operative education in community college

Results of Contract: Led to new job.

BENEFITS OF RLS

January 1976 *Client Evaluation*	Verified new career area, planned job search. "I had my first interview 16 days before the end of my RLS contract."
Fall 1976 *Telephone Survey*	Counselor facilitated clarification of goals.
Fall 1981 *Telephone Survey*	Helped reorient to different field and open up possibilities for further education.
	Found more enjoyment in work.

CLIENT B

Sex:	Female
Service Requested:	Career Counseling

	October 1975	Fall 1976	Fall 1981
Age	60	61	65
Family Income	Under $8,000	N/A	Under $9,999
Education	High school diploma	Same	Same
Occupation	Unemployed	Accounting clerk	Retired

Results of Contract: Began study for Civil Service examinations.

BENEFITS OF RLS

December 1975 *Client Evaluation*	"Gave me encouragement."
Fall 1976 *Telephone Survey*	Gave confidence in her field and information about employment contacts.
Fall 1981 *Telephone Survey*	Benefits of RLS now less distinct.

Category	Percent Clients for Each Year									
	Feb. 77-Jan. 78		Feb. 78-Jan. 79		Feb. 79 Jan. 80		Feb. 80-Jan. 81		Total Years	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Occupation										
Professional										
Small business manager, lower level government	22.8	20.2	22.8	29.7	20.6	28.6	21.7	26.4	21.8	27.2
Semi-professional or technician	8.6	1.1	12.9	3.7	20.6	6.5	16.4	5.7	15.8	4.9
Semi-professional or technician	8.6	4.3	12.9	5.2	2.9	6.5	5.5	2.0	7.2	4.5
Paraprofessional	5.7	9.6	4.9	9.9	6.8	7.6	.9	8.6	4.3	8.7
Salesman, bookkeeper, secretary, office worker	25.7	40.4	16.8	28.1	12.8	30.2	20.0	34.2	17.5	32.1
Skilled worker or craftsman	2.9	-0-	4.9	1.0	4.9	1.1	10.9	2.4	6.6	1.4
Semi-skilled worker	5.7	2.1	10.9	1.6	7.8	2.0	6.4	2.4	8.1	2.0
Service worker	-0-	3.2	2.0	4.7	5.9	3.1	7.3	5.3	4.6	4.2
Unskilled worker	14.3	4.2	8.9	5.2	11.8	1.5	6.4	1.6	9.5	2.8
Student	5.7	1.1	2.0	1.5	5.9	5.3	3.6	4.5	4.0	3.7
Home manager	-0-	13.8	-0-	9.4	-0-	7.6	.9	6.5	.3	8.4
Retired	-0-	-0-	1.0	-0-	-0-	-0-	-0-	.4	.3	.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	(35)	(94)	(101)	(192)	(102)	(262)	(110)	(246)	(348)	(794)

CLIENT C

Sex: Female

Service Requested: Career Counseling

	February 1975	Fall 1976	Fall 1981
Age	22	24	29
Family Income	Under $8,000	N/A	No response
Education	High School diploma from Hungary	Pursuing college degree part-time	Completed A. A.
Occupation	Mother's helper	Mother's helper	Wife and mother

Results of Contract: Enrolled at Educational Opportunity Center to improve English.

BENEFITS OF RLS

June 1975 *Client Evaluation*	Learned steps she needed to take in order to embark on a career in a new country.
Fall 1976 *Telephone Survey*	Helped her define career goals. Helped her get started at college.
Fall 1981 *Telephone Survey*	Does not want employment now. If needs to work will return to RLS.
	It was a positive experience.

CLIENT D

Sex: Female

Service Requested: Educational Counseling

	March 1974	Fall 1976	Fall 1981
Age	22	25	30
Family Income	$8,000-$15,000	N/A	$10,000-$19,000
Education	50 college credits	Pursuing degree	Completed B.A./pursuing graduate studies/taking enrichment courses
Occupation	Bank teller	Part-time research assistant	Assistant registrar in university

Results of Contract: Admitted to university to complete B.A. degree.

BENEFITS OF RLS

August 1974
Client Evaluation

Gained clearer overview of career goals.

Decided to return to school.

"I can't place a monetary value on an invaluable experience."

Fall 1976
Telephone Survey

Helped with bureaucratic red tape. Provided moral support and encouragement.

"My relationship with my LC was such that I was encouraged to explore the meaning of my life and question the values which I had accepted without thinking about their consequences."

Fall 1981
Telephone Survey

LC helped figure out which courses to take, helped apply for first job,

"Upgraded my life completely."

CLIENT E

Sex:	Female
Service Requested:	Career and Personal Counseling

	August 1975	Fall 1976	Fall 1981
Age	48	50	54
Family Income	Under $8,000	N/A	Under $9,999
Education	College degree plus graduate courses	Same	Same
Occupation	Home manager	Nursery school manager	Nursery school operator

Results of Contract: Addressed medical problem. Clarified job aspirations.

BENEFITS OF RLS

November 1975 *Client Evaluation*	Helped confront critical issues in home and life situations.
Fall 1976 *Telephone Survey*	Helped clear mind of certain attitudes. Helped understand importance of choosing job that matched personality.
Fall 1981 *Telephone Survey*	Helped clarify true values and realize limitations.

CLIENT F

Sex:	Male
Service Requested:	Educational Counseling

	February 1975	Fall 1976	Fall 1981
Age	35	37	42
Family Income	$8,000-$15,000	N/A	$20,000-$39,000
Education	Completed 8th grade in Ireland	Same	Same
Occupation	Airline freight clerk	Same	Airline flight clerk

Results of Contract: Studied for G.E.D. examination with tutor recommended by RLS.

BENEFITS OF RLS

May 1975 *Client Evaluation*	"I was born in another country and wanted for my own personal satisfaction to sit and take the New York State equivalency examination. RLS helped me toward this goal."
Fall 1976 *Telephone Survey*	Gave confidence in his work. Helped decide he wanted to "move up the ladder at American Airlines."
Fall 1981 *Telephone Survey*	Helped compare Irish and American educational systems and understand American customs.

CLIENT K

Sex:	Female
Service Requested:	Career Counseling

	September 1974	Fall 1976	Fall 1981
Age	45	47	52
Family Income	$15,000-$20,000	N/A	Over $40,000
Education	B. A. degree plus graduate studies	Same	Self-enrichment courses
Occupation	Home manager	Social worker	Social worker

Results of Contract: Obtained job as social worker.

BENEFITS OF RLS

January 1975 *Client Evaluation*	Assisted in planning and conducting job search. Loaned appropriate literature; taught how to find "unadvertised job openings."
Fall 1976 *Telephone Survey*	Helped with interviewing and resume writing. Increased self-confidence.
Fall 1981 *Telephone Survey*	Helped with work and personal life. Got a job.

CLIENT M

Sex:	Female
Service Requested:	Career Counseling

	December 1975	Fall 1976	Fall 1981
Age	38	39	44
Family Income	$15,000-$20,000	N/A	$20,000-$39,999
Education	G.E.D.	Pursuing B.A. degree at Empire State	Degree not yet completed
Occupation	Teacher's assistant	Teacher's assistant	Teacher's assistant

Results of Contract: Earned credits required to keep teaching assistant's certificate.

BENEFITS OF RLS

February 1976 *Client Evaluation*	Pointed her on the course to reach her goals.
Fall 1976 *Telephone Survey*	"Got me started, gave me the push, gave me a challenge."
Fall 1981 *Telephone Survey*	Helped put things in perspective, but arthritis has prevented further schooling. Future health is unpredictable.

CLIENT S

Sex: Female

Service Requested: Educational Counseling

	May 1975	Fall 1976	Fall 1981
Age	33	34	39
Family Income	Over $20,000	N/A	$20,000-$39,999
Education	Some college credits	Pursuing B.A. degree at Empire State	Completed B.A./taking company training courses
Occupation	Financial analyst at major corporation	Financial analyst	Contract specialist

Results of Contract: Enrolled at Empire State College.

BENEFITS OF RLS

August 1975
Client Evaluation

"Assisted me in finding a way to continue my education in an expedient manner."

Fall 1976
Telephone Survey

Presented alternatives to accomplish goal. Informed of ways to gain credit for life experiences.

"Prior to RLS I was going to get my A.A. and stop, but RLS encouraged me with Empire State. Now I'm going for my B.A. which will be much more help to me."

Fall 1981
Telephone Survey

Helped in three areas: education, work life, and personal life."

"If I hadn't obtained my degree, I wouldn't be where I am now. Made me feel better about myself."

CLIENT T

Sex:	Male
Service Requested:	Educational Counseling

	January 1976	Fall 1976	Fall 1981
Age	39	40	45
Family Income	Over $20,000	N/A	Over $40,000
Education	Two years of college	Pursuing degree at Empire State	Completed B. S. in Business Management
Occupation	Shop operations manager at major corporation	Manufacturing systems specialist	Operations analysis manager

Results of Contract: Returned to University College as preparation for enrollment at Empire State. Wrote a long-range plan.

BENEFITS OF RLS

March 1976 *Client Evaluation*	Helped discover the shortest route to a B.S. degree.
Fall 1976 *Telephone Survey*	Gave information and direction.
Fall 1981 *Telephone Survey*	Information about alternative ways to complete degree was very helpful. "Degree opened more doors for me."